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ABSTRACT

GRADES OR AGES: K-8. SUBJECT MATTER: Physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into two parts, one each for grades K-4 and 5-8, each with the same format. The guide is xeroxed and spiral bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for physical education are developed in the introduction. In addition, there is an extensive list of objectives for each grade level, which includes both concepts and skills. A general structure of activities for each grade level is developed from a list of typical characteristics of children at each grade level. Charts suggest time allotments for each type of activity at each grade level and present an ideal plan for organizing the year's activity at each grade level. INSTRUCTIONAL MATERIALS: No mention. STUDENT ASSESSMENT: No mention. (RT)

PHYSICAL EDUCATION
Grades K-8

BROOKE COUNTY SCHOOLS
Wellsburg, W. Va.

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Brooke

PRIMARY

PHYSICAL EDUCATION

K - 4

PHILOSOPHY

This we believe:

Physical education is supervised and purposeful activity, centered around the entire body, its movement, care, and use. It is an integral part of the total school curriculum and includes learning situations based on physical, mental, social and emotional needs of children. Through physical education acvitities, desirable traits and skills, wholesome interests, attitudes and appreciations are developed.

INTRODUCTION

One of the most important needs of the elementary school child is a program which offers a variety of vigorous physical activities. As our machine age and urbanizational society reduces the amount of physical activity required in the everyday lives of our children, the need for better physical education programs increases.

Our late President, John F. Kennedy, himself an advocate of good fitness, said these words:

> The physical vigor of our citizens is one of America's most precious resources and is indispensable in time of emergency. If we waste or neglect this resource, if we allow it to dwindle or grow soft, then we will destroy much of our ability to meet the great and vital challenges which confront our people.[1]

President Kennedy further stated, in his message to the schools on the physical fitness of youth:

> The need for increased attention to the physical fitness of our youth is clearly established. Although today's young people are fundamentally healthier than the youth of any previous generation, the majority have not developed strong, agile bodies. The softening process of our citizenry continues to carry on its persistent erosion.[2]

There is much evidence that we in the United States are becoming a nation of physically unfit people. The President's Council on Physical Fitness reports, "At least one of every four Americans is overweight, and many of our children have poor posture, flabby muscles, and poor stamina. Several thousand school children were given physical screening tests in 1961 and 1962, and nearly one-third of them failed to meet minimum established standards for strength, agility, and flexibility. Only one in ten attained satisfactory levels in all seven categories of a comprehensive test of physical achievement. The average school child spends 15 to 30 hours a week watching television and less than 2 hours per week in physical education classes. More than half our children do not get the 15 minutes of planned, vigorous activity daily which is considered basic to physical fitness."[3]

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[1] John F. Kennedy, "The Soft American," Sports Illustrated, (December 26, 1960), p. 38.

[2] President's Council on Youth Fitness, Youth Physical Fitness, Documentary, (July 1961)

Charles B. Wilkinson, Special Consultant to the President on Physical Fitness, said:

> The fundamental problem with the majority of our school physical activity programs is that the most highly-motivated, well-taught and well-administered activities are planned for those who need them least. I refer to the gifted athletes - the 10 percent or so of our students who make up our varsity teams. Rarely do we have adequate programs for the other 90 percent. Provision for such programs for every child is a basic national need.[4]

Another study made by Dr. Hans Kraus also points out the necessity for more and better physical acitivity programs in our schools. Dr. Kraus compared the muscular strength and flexibility of American Children to European Children and results showed that American Children were not nearly so fit in the items compared as were the European Children.

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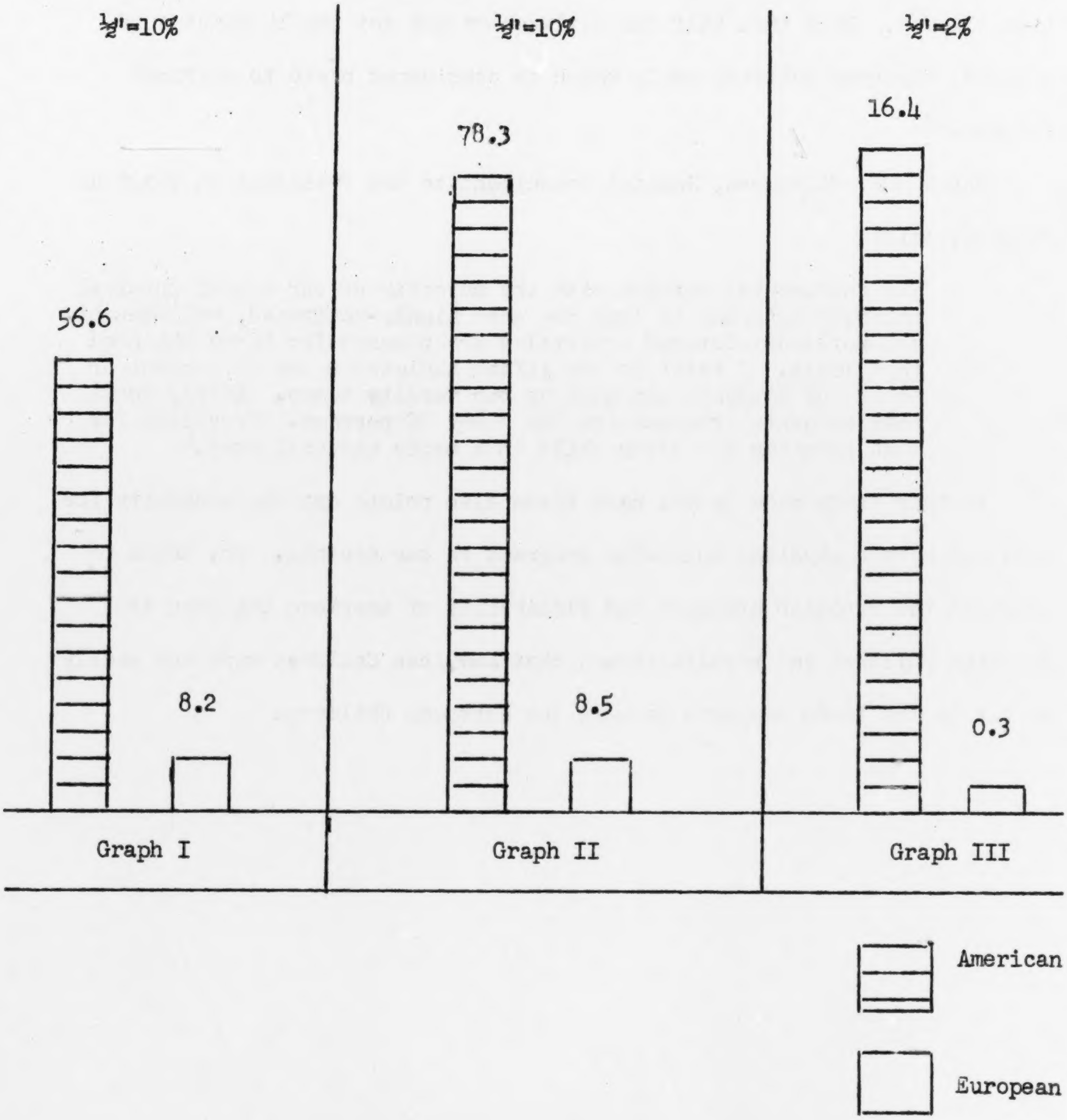
[3] President's Council on Physical Fitness, op. cit.

[4] President's Council on Physical Fitness, "Statements by the President," Pamphlet, (1964).

The following graphs show the results of the study made by Dr. Kraus:



TEST FOR MUSCULAR STRENGTH AND FLEXIBILITY

Graph I- This graph shows the comparison of American and European children failing the test as a whole.

Graph II- This graph shows the percent of American and European children that failed the phase of the test dealing with bodily strength.

Graph III- The final graph shows the percent of children failing two or more of the nine tests which make up the muscular strength and flexibility test.[5]

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[5] Hans Kraus and Ruth P. Hirschland, "Minimum Muscular Fitness Tests in School Children", Research Quarterly, XXV (May 1954) p. 178.

Some conclusions drawn from this study are:

1. A very low degree of fitness among American children in spite of the fact that their nutrition and general health supervision is better than any found abroad.
2. Insufficient exercise may cause inadequate outlets for nervous tension, which in turn acts as a stressor.
3. Lack of sufficient exercise constitutes a serious deficiency comparable to vitamin and similar deficiency.
4. Our attitude toward physical activities and exercises will have to be seriously revised.
5. Our physical education programs need very definite expansion and active participation on a wider basis.
6. The amount of exercise performed by the individual child will have to be observed, not only in high school, but even more important, in elementary schools.
7. We should try to restore physical activity to its proper place in a well-balanced life.

In conclusion, children need a great deal of planned vigorous activity to develop normally and the schools of our nation must assume some responsibility for providing this vital need. One of the biggest misconceptions concerning physical education is that anyone with a good book of games can teach physical education. The teacher has a vital role in the physical education program. He must realize and accept the fact that physical education is not a free, unsupervised period of recreation, nor is it a time primarily when children rid themselves of the "energy drive" so they will sit quietly during classroom work. If children are to be skillfully guided toward the attainment of desirable growth and developmental objectives, a carefully planned and directed program is essential. To deprive our children of this would be to deprive them of a valuable part of their educational heritage.

GENERAL OBJECTIVES

The Brooke County Elementary Physical Education Program should:

1. Be an integral part of the daily school program.
2. Provide physical activities based on the knowledge of children's growth and developmental characteristics.
3. Develop the physical, mental, social and emotional well-being of the child.
4. Provide opportunities for each child to participate to the extent of his capacity.
5. Recognize and implement a definite sequence of skills taught at different grade levels. (Simple to complex idea)
6. Provide balance with a variety of activities necessary for the individual needs of children.
7. Develop habits of good sportsmanship which will build toward character and good citizenship.
8. Strive to improve the physical fitness of each child through the development of strength, endurance, coordination, flexibility, agility, and balance.
9. Develop fundamental skills which will enable the child to use his body with ease and efficiency and to participate with satisfaction in a wide variety of physical activities for worthwhile use of leisure time.

Specific Objectives for Kindergarten

I. Games

- A. Learn to accept rules and apply them to self.
- B. Learn to adjust to behavior of others.
- C. Learn to think while playing. (Beginning of strategy)
- D. Experience fun and satisfaction while participating.
- E. Learn to listen and obey.

II. Movement Exploration and Body Mechanics

- A. Examine and experiment with different ways body can move.
- B. Experience fun and satisfaction in movement.
- C. Invent new ways of bodily movement.
- D. Learn to control quality of movement such as fast, slow, heavy, light.
- E. Be able to express feeling by movement.
- F. Develop strength, balance, and flexibility.

III. Rhythms

- A. Experience fun and enjoyment while performing fundamental movements to music (Running & Walking).
- B. Develop skill and ease in locomotion.
- C. Develop inventiveness through self-expression.
- D. Develop feeling for group patterns.

Specific Objectives for Kindergarten (continued)

IV. Self-Testing

- A. Experience fun and satisfaction in apparatus and equipment play.
- B. Develop skill in getting over obstacles.
- C. Develop skill in landing safely from jumps.
- D. Develop confidence, courage, and independence.
- E. Lessening of frustration.
- F. Learn to recognize and accept own abilities.
- G. Learn to take care of equipment and return it to proper storage place.
- H. Strive for improvement of eye-hand coordination in manipulating various kinds of small equipment.
- I. Learn to share equipment.

V. Citizenship

- A. Learn to recognize and obey simple signals.
- B. Learn to share and get along with others.
- C. Learn to respect opinion and property of others.
- D. Learn to take own turn at proper time.
- E. Learn to take individual part in group situations.

Specific Objectives for Grade One

I. Games

A. Strengthen and improve on all specific objectives listed for kindergarten level.

B. Understand rules as a way of giving each a fair chance.

C. Develop self-discipline through obeying and following rules.

D. Learn to admit when caught.

E. Learn to obey and follow directions.

F. Develop skills in running, dodging, footwork, and change of direction.

G. Be able to play, according to the rules, at least seven games listed in first grade curriculum guide.

II. Movement Exploration and Body Mechanics

A. Strengthen and improve on all specific objectives listed for kindergarten level.

B. Understand difference between one's own space and space shared with group.

C. Develop understanding of different directions and different levels in space: forward, backward, up, down, high, low, middle, left right.

D. Develop understanding of size and shape; big, little, round, square, narrow, wide, line.

E. Develop skills in performance of fundamental skills of movement: walking, running, hopping, skipping, jumping, galloping leaping.

F. Invent and explore through self-expression new ways of moving.

III. Rhythms

A. Strengthen and improve on all specific objectives listed for kindergarten level.

B. Learn to keep one's place and make appropriate contributions to whole dance or singing game. (Group adjustment)

C. Be able to march to music in simple formations.

D. Be able to walk naturally to music and tom-tom beat.

E. Be able to distinguish and recognize rhythm patterns for walking, running, and skipping.

F. Be able to skip, slide, hop, and run alone and with a partner. (To accompaniment of music)

G. Recognize simple even and uneven rhythm and be able to change body movement in accordance.

H. Recognize high and low pitch of sound and respond to it by body movement.

I. Be able to express self by simple dramatic, imitative, and creative play to music.

J. Be able to sing the words and perform the action of at least five singing games suggested in first grade curriculum guide.

K. Recognize introduction to music and be able to start on proper beat.

IV. Self-Testing

Activities Requiring No Equipment

A. Be able to do the majority of stunts recommended in first grade curriculum guide.

B. Be able to walk a chalk line without missing a step.

C. Be able to walk a chalk line by placing the heel of one foot against and in front of the toes of the other.

D. Be able to lie down with arms folded on chest and come up to a sitting position without raising heels from floor.

E. Be able to touch toes without bending knees.

F. Be able to do standing broad jump at least a distance of 2 to 3 feet.

G. Be able to do a running broad jump at least a distance of 3 to 4 feet.

H. Be able to run 40 yards within 11 seconds.

I. Be able to jump over an object at least 18 inches high (As in high jumping.)

Activities Requiring Equipment

A. Be able to walk the length of a balance beam without falling off.

B. Be able to toss a bean bag into a circle 3 feet wide and about 10 feet away.

C. Be able to hang in length from a bar or ring for about 5 seconds.

D. Be able to jump a rope being turned by two people.

E. Be able to throw an 8" or 10" ball straight up into the air with both hands, and at the same time call a player's name and step out of the way.

G. Be able to kick with a fair degree of accuracy an 8" or 10" ball with toe and instep.

H. Be able to throw an 8" or 10" ball with both hands---toss, underhand, chest, overhead---so that a partner 5 feet away can catch it.

I. Be able to catch a good throw returned by a partner.

J. Be able to throw a softball overhand a distance of about 30 feet (boys) and 15 feet (girls).

K. Be able to bounce a small rubber ball, rebouncing it at least once and catching it. (Child should attempt this with a larger ball first).

L. Be able by end of first grade year to bounce a small rubber ball about 10 times in succession.

M. Be able to stop with the foot a ball that is rolling on the ground. (Use 8" or 10" ball.)

N. Be able to get in line with a rolling ball and pick it up. (Use 8" or 10" ball.)

V. Citizenship

A. Learn to follow directions given by teacher or group leader.

B. Recognize and respond to signals given for certain purpose.

C. Learn to start simple games at play time or when there is no adult to help.

D. Learn to play without undue quarreling or fighting.

E. Learn to be patient and take proper turn.

F. Learn to share equipment, play area, and facilities.

G. Develop increasing desire to care for other people's opinion, property, and equipment.

Specific Objectives for Grade Two

I. Games

- A. Strengthen and improve on all specific objectives listed for grade one.
- B. Develop recognition of sportsmanship as simple justice.
- C. Strengthen concept of leaders and members, in group play.
- D. Develop proper attitude and feeling toward team play.
- E. Introduce children to group planning and strategy.
- F. Develop in children the desire to choose captains and team members on merit.
- G. Stress acceptance of children who differ or lack in skill and ability.
- H. Development of fitness, flexibility, and leg strength.

II. Movement Exploration and Body Mechanics

- A. Strengthen and improve on all specific objectives listed for first grade level.
- B. Acquire a better understanding of how different parts of the body move. (Simple Body Mechanics)
- C. Learn to control speed and strength of movement in simple and more complex sequences, involving change of direction.
- D. Develop free self-expression in movement, without self-consciousness.
- E. Develop a "vocabulary" of movement through which feeling may be communicated.
- F. Develop fitness, flexibility, and strength.

Specific Objectives for Grade Two (continued)

III. Rhythms

A. Strengthen and improve on all specific objectives listed for first grade level.

B. Develop a feeling and understanding of ways and customs of past and other people.

C. Be able to march to music in formations of one's, two's, and four's.

D. Be able to distinguish between and recognize rhythm patterns for 4/4, 3/4, and 6/8 time.

E. Be able to recognize moods of different types of music and doing walk, run, slide, hop, jump, sway, and swing motions that fit music, frequently changing pattern.

F. Be able to express one's self in dramatic, imitative and creative play.

G. Be able to sing and play at least five singing games suggested in second grade curriculum guide.

H. Be able to perform at least five folk dances suggested in second grade curriculum guide.

IV. Self-Testing

Activities Requiring No Equipment

A. Experience fun and satisfaction from performance of self-testing activities.

B. Develop and strengthen confidence, courage, and independence.

C. Develop and improve flexibility and balance.

D. Learn safety in performance of stunts--encourage children to help one another by "spotting".

E. Be able to perform majority of stunts suggested in second grade curriculum guide.

F. Be able to plan a path of running and increase the speed of running so that another runner may be tagged without being grabbed or knocked down.

G. Be able to run 40 yards in 9 to 10 seconds.

H. Be able to do standing broad jump at least 3½ to 4½ feet.

I. Be able to do running broad jump at least 4 to 5 feet.

J. Be able to hand fully extended for 10 seconds.

Activities Requiring Equipment

A. Be able to jump a rope turned by two people and run out when jump is completed.

B. Toward end of second grade, child should be able to run in and out of the rope.

C. Be able to jump a small rope turned by self while moving forward.

D. Be able to jump over an object 24 to 36 inches high. (As in high jump)

E. Be able to throw with accuracy an 8" or 10" ball at a stationary and moving target about 12 feet away.

F. Be able to kick with accuracy a soccer ball with toe and instep so that it will pass over a goal four feet wide and 15 feet away.

G. Be able to throw an 8" or 10" ball by a toss--underhand, chest, and overhead so that a partner 8 to 10 feet away can catch it at waist height.

H. Be able to consistently catch a good throw returned by a partner.

I. Be able to throw a softball overhand a distance of 40 feet (boys) and 25 feet (girls).

J. Boys by the end of second grade should be able to bat a pitched ball. (Be able to hit one of three).

Specific Objectives for Grade Two (continued)

K. Be able to toss a rubber horseshoe or ring into a circle 2 feet across from a distance of about 15 feet.

L. Be able to pitch a softball underhand to a partner or wall target 15 feet away.

M. Boys should be able to chin themselves at least twice.

V. Citizenship

A. Learn to accept more responsibility.

B. Re-emphasize those citizenship skills listed in first grade level.

C. Learn to stay with project or activity until completion.

D. Develop good attitudes toward promptness and efficient use of time.

E. Work toward establishment of self as part of a group and as a happy person.

Specific Objectives for Grade Three

I. Games

A. Strengthen and improve on all specific objectives listed for second grade.

B. Develop within the child an appreciation of rules as "organized justice"; recognition of sportsmanship as fair play and consideration; fairness in giving opponent same rights as own team.

C. Develop proper attitudes toward defeat and victory.

D. Develop desired qualities of leadership.

E. Acquire interests which will enable one to take part in wholesome leisure.

F. Instill in children the beginning of "we" feeling necessary in team activities.

G. Experience fun and satisfaction in game participation.

H. Be able to perform at least 6 games suggested in third grade curriculum guide.

II. Movement Exploration and Body Mechanics

A. Strengthen and improve on all specific objectives listed for second grade.

B. Develop freedom from embarrassment in movement.

C. Invent new ways to express qualities of movement.

D. Experience fun and satisfaction from various movements.

E. Develop better understanding of how different parts of the body may express different qualities of movement.

F. Improve strength and flexibility of various parts of the body through movement exercises.

Specific Objectives for Grade Three (continued)

III. Rhythms

A. Strengthen and improve all specific objectives listed for second grade.

B. Experience fun and satisfaction from rhythmical activities.

C. Increase skills in moving to rhythms within dance patterns.

D. Develop creativity and self-expression.

E. Recognize and beat on tom-tom, rhythm patterns for: walking, running, skipping, hopping, jumping.

F. Recognize and beat on tom-tom, rhythm patterns for 4/4, 3/4, 2/4, 6/8 time, and give correct accent.

G. Compose simple dances to definite music of different moods and tempos.

H. Be able to perform at least 6 folk dances suggested in third grade curriculum guide.

I. Be able to sing and perform at least 6 singing games suggested in third grade curriculum guide.

IV. Self-Testing

Activities Requiring No Equipment

A. Develop in child an understanding need and importance for practice.

B. Develop confidence and courage.

C. Experience fun, satisfaction, and recreation.

D. Develop strength, agility, balance, and flexibility through self-testing activities.

E. Be able to perform majority of stunts suggested in third grade curriculum guide.

Specific Objectives for Grade Three (continued)

F. Be able to run 40 yards in about 9 seconds.

G. Be able to do standing broad jump 4 to 5 feet.

H. Be able to do running broad jump 4½ to 5½ feet.

Activities Requiring Equipment

A. Be able to jump a rope turned by two people and perform action of suggested verses.

B. Be able to jump a single rope well enough to experience fun and satisfaction.

C. Be able to chin oneself at least twice.

D. Be able to jump over an object waist high.

E. Be able to throw with accuracy a soccer or volleyball at a stationary target and then a moving target about 16 feet away.

F. Be able to kick a soccer ball with toe and instep, so ball will pass over a goal 6 feet wide and 20 feet away.

G. Be able to throw a soccer ball with good form using push pass from chest, two-handed under-hand throw, two-handed shoulder pass, and two-handed bounce pass.

H. Be able with two hands, to throw a soccer ball or Jr. basketball in an attempt to make a basket.

I. Be able to throw a softball with overhand throw; about 45 feet in distance (boys) and 35 feet (girls).

J. Be able to judge where a thrown or batted ball is going to land; trying to catch it before it hits the ground.

V. Citizenship

A. Learn to offer help to younger or less skilled children when they are having difficulty.

Specific Objectives for Grade Three (continued)

B. Learn willingly to assume leadership and be fair when administering it.

C. Learn to choose good leaders by using good leadership characteristics as a guide.

D. Learn to cooperate and follow directions of group leader.

E. Children should have good understanding of game rules, program regulations and policies and learn to abide by them.

Specific Objectives for Grade Four

I. Games

A. Improve and strengthen all specific objectives listed for third grade.

B. Place more emphasis on "we" feeling when participating in team activities.

C. Acquire beginning understanding of offensive and defensive strategy.

D. Develop ability to plan team plays and strategy, as a group.

E. Develop the ability to alter the conditions and rules of a game in order to make the game more fun or more appropriate.

F. Develop ability to officiate and accept classmates as officials.

G. Understand and accept the fact that practice is important and necessary to become proficient at a particular skill or game.

H. Learn fundamental rules and skills related to individual sport activities such as shuffleboard, table tennis, horse shoes, tether ball, etc.

II. Movement Exploration and Body Mechanics

A. By the time children reach fourth grade, the allotment of time for movement exploration has diminished to only 5% of the total year (9 days). These 9 days are used primarily to review movement activities learned in third grade, and to develop in children an ability to express and communicate emotions through bodily movement.

III. Rhythms

A. Strengthen and improve on all specific objectives listed for third grade.

Specific Objectives for Grade Four (continued)

B. Develop competence and confidence in meeting social situations. (Dancing)

C. Develop increased appreciation of customs, history, and temperaments of other people.

D. Develop ability to work intensively with a group in planning and performing dances.

E. Be able to recognize and beat on tom-tom rhythm patterns for: quarter note, half note, eighth note, whole note, and rest.

F. Be able to create a simple dance to a particular piece of music.

G. Be able to perform several folk dances suggested in fourth grade curriculum guide. Folk dances should be correlated with material being studied in social studies and integrated with music classes whenever possible.

IV. Self-Testing

Activities Requiring No Equipment

A. Be able to improve on standards of performance for dash, high jump, standing broad jump, and running broad jump as listed in specific objectives for third grade.

B. Be able to perform majority of stunts suggested in fourth grade curriculum guide.

C. Be able to do 10 regular push-ups (boys) and 10 modified push-ups (girls).

D. Be able to do 15 sit-ups.

E. Be able to chin oneself 3 to 6 times.

F. Be able to jump and reach 12 to 15 inches.

Specific Objectives for Grade Four (continued)

Activities Requiring Equipment

A. Be able to jump single rope and rope with two people turning in time to music.

B. Be able to jump rope doing the following: skip, backward skip and jump, run, rock the cradle, hot pepper, follow the leader, run in the front door, and run in the back door.

C. Be able to kick a soccer ball to right or left using inside or outside of foot.

D. Be able to stop a soccer ball with foot trap.

E. Be able to throw a basketball in good form to a teammate using the following: chest pass, push bounce pass, overhead pass, underhand pass, overhand pass, shoulder pass.

F. Be able to dribble a basketball down the floor and attempt a one hand push shot for the basket.

G. Be able to advance a basketball down floor by making short passes to a partner, without running while ball is in hands.

H. Be able to stop and turn around from a run while moving only one foot. (pivoting)

I. Be able to shoot with two hands for a basket from increasing distances.

J. Be able to attempt free throws.

K. Be able to serve volleyball over a net.

L. Be able to bounce volleyball against wall several times by lifting it with palms up.

M. Be able to punt a jr. sized football. (boys)

N. Be able to catch a jr. sized football from a punt and a forward pass.

O. Be able to throw a softball 50 ft. (boys) and 40 feet (girls).

P. Be able to pitch a softball over home plate so it will pass between knees and shoulders (pitcher's box should be 15 to 18 feet from home plate).

Q. Be able to move in position and catch a thrown or batted ball.

R. Be able to stop a grounded ball and throw to nearest base.

S. Be able to play at least one lead-up game for the following: soccerball, volleyball, basketball, touch football, and softball.

T. Know and be able to play properly different positions for various games used.

U. Know rules of games well enough to be able to referee or umpire and play games without supervision.

V. Be able to bat an underhand pitch well enough to play lead-up games for softball.

V. Citizenship

A. Learn to take part in and become more efficient in various activities.

B. Learn to enlarge circle of friendship.

C. Learn to offer more help to others when participating in activities. (Very important in development of boy and girl relationships)

D. Learn to accept greater responsibility.

E. Learn to play without quarreling, fighting, or teasing.

GROWTH CHARACTERISTICS AND RELATED SKILLS

In the development of an elementary physical education program, the members of the Brooke County Curriculum Committee on Elementary Physical Education listed one of its general objectives as -- "The elementary physical education program should provide activities based on the knowledge of children's growth and developmental characteristics."

After thorough study of the literature on child growth and development, it is the opinion of this committee that an elementary physical education program must consist of carefully selected and arranged experiences that will provide the best possible conditions for growth and development. Such experiences can provide the best conditions only if they are based on the facts of physical growth, mental growth, motor development, emotional maturity, and social adjustment as these have been ascertained by study of the child at various stages of development.

The reader should realize the difficulty one encounters when attempting to list child characteristics by specific age levels. The difficulty comes from the fact that every individual child differs in one or more characteristics and consequently will not fall into a specific pattern for a given age level. However, an attempt has been made to list those characteristics related to age level and suggestive of the behavior patterns of the so-called normal child. This does not imply that if a child does not conform to these characteristics he is abnormal. In other words, it should be recognized that each child progresses at his own rate and that there will be much overlapping of characteristics listed for each grade. Since there will be some overlapping and deviating from grade to grade, the teacher should have an understanding of the growth patterns of children of all grade levels.

GROWTH CHARACTERISTICS AND RELATED SKILLS (continued)

The activities, skills, and specific objectives suggested in each of the grade curriculum guides take into consideration the growth maturity of children at each grade level. It must also be understood that the activities and skills at any particular grade build upon those of previous grades.

GROWTH CHARACTERISTICS AND RELATED PHYSICAL SKILLS FOR GRADE I (Age 5-7)

PHYSICAL	SOCIAL	EMOTIONAL
1. Is forty to fifty inches tall	Is self-centered	Wants love and affection from adults
2. Weighs thirty-five to sixty pounds	Likes to be first-likes to win.	May often be explosive and unpredictable
3. Has rapid lengthening of legs	Is indifferent to sex distinction.	May have tantrums
4. Exhibits appearance of postural defects	Enjoys small group play	Is greatly excited at anything new
5. Faster maturity of girls	Enjoys nature, pets and stories	Is alternately aggressive and sympathetic toward peers
6. Begins good body control	Learns to stand up for his own rights	Shows fear of imaginary creatures.
7. Big muscle activity predominates in interest and value	Is not always a good loser	Tends to blame others for own faults.
8. Tires easily	Has strong curiosity	Is easily discouraged
9. Has poor muscular coordination.	Enjoys singing games and rhythms	
10. Has poor eye and hand coordination	Enjoys running, jumping, chasing, skipping games	
11. Has soft bones		
12. Is susceptible to disease		
13. Begins to lose milk teeth		

GROWTH CHARACTERISTICS AND RELATED PHYSICAL SKILLS FOR PRESCHOOLER (Age 4-5)

MENTAL	RELATED SKILLS
1. Enjoys copying designs, letters, and numbers.	Skills in ball handling are just beginning to develop
2. Knows different basic colors.	Can kick a ball from standing position
3. Likes to color but lacks ability to stay within the lines (Due to poor eye-hand coordination).	Eye-hand coordination is rudimentary only
4. Frequently bothered by frightening dreams.	Jumping from low objects followed by small broad jump (that is horizontally, along the ground)
5. Memory for past events good	Confidence develops in climbing since child is able to grip well with both hands
6. Looks at books and pretends to read	
7. Likes recordings with words & music that tells a story.	Child begins to climb stairs using alternate upward steps
8. Enjoys cutting out objects.	Walking and running are well established but since balance is easier near the ground, the preschooler often squats, creeps, or crawls
9. To a fair degree can speak in complete sentences	
10. Enjoys stories, dramatic play, poems, and jingles	Rapid growth of legs & arms requires fundamental locomotion & non-locomotion activities dealing with climbing, hanging, pushing, pulling, kicking, running, & jumping etc.
11. Pronunciation is usually clear	
12. Vocabulary ranges from 1500 to 2000 words	Becoming more aware of fundamental body movements & mechanics
13. Short attention span	Game skills not fully developed
14. Likes to repeat newly learned activities and skills	

GROWTH CHARACTERISTICS AND RELATED PHYSICAL SKILLS FOR PRESCHOOLER (Age 4-5)

PHYSICAL	SOCIAL	EMOTIONAL
1. Is thirty-five to forty-five inches tall	Is socially dependent on adults (early preschooler)	Uncontrolled emotions become more subtle, more complex, & less direct--difficult for adults to understand
2. Legs grow faster than arms; arms faster than trunk; and trunk faster than head.	Continually & readily seeks comfort, help and companionship from adults	Crying diminishes & child may be able to control it
3. Is not a period of tooth eruption.	Shows occasional resistance & self-assertion in course of developing. independence	Anger is provoked less by physical discomfort & more by difficulty with situations
4. Period of tooth and bone building (Bone and cell formation very active)	Has tendency to play alongside others, without sharing	Expression of anger is more often verbal with less physical aggression--control of anger improves as various skills develop
5. Binocular vision is developing, but fine focus is at a minimum	First response to other children is usually friendly	May be extremely fearful, particularly of strange adults & being deprived of mother
6. Coordination is rather poor, especially eye-hand.	Tends to guard own possessions & rights while experimenting with those of others	Humor & gaiety are associated with play, physical activity, exciting physical sensations, & other ego-satisfying situations
7. Rapid heart growth	Competition & rivalry appears at ages 4-5	Noisy, constantly active
8. Large muscle development.	Child's dominance depends on his self-confidence in a given situation	Exhibitionist
9. Easily fatigued	Egocentric	Curious.
10. Naturally rhythmical	Individualistic more so than socialistic	

GROWTH CHARACTERISTICS AND RELATED PHYSICAL SKILLS FOR GRADE 2 (age 7-8)

PHYSICAL	SOCIAL	EMOTIONAL
1. Has tendency to quick fatigue--poor endurance--small heart	Develops an awareness of dress	Has tendency to blame others
2. Weight-forty-five to sixty-six pounds	Plays with friends of same sex	Does not like to be treated as a child
3. Is forty-five to fifty-two inches tall	Leaves many things incompleted	Seeks attention
4. Shows moderate and steady growth in height and weight	Starts collections	Enjoys praise and approval
5. Is susceptible to disease	Is interested in individual performance	Dislikes criticism
6. Has improved muscular coordination	Has "special" peers	Is becoming more realistic and wants to find out things for himself
7. Has not fully developed eye focus	Likes variety	Has a sense of humor
8. Has slow reaction time	Desires to become member of a group or club	
9. Develops small accessory muscles	Shows greater sign of cooperativeness	
10. Tires easily	Is sensitive to feelings and attitudes of peers and adults	
11. Arms lengthening and hands growing larger	Isn't a good loser	
12. Has tendency to develop poor posture	Desires to be independent	
13. Faster maturity of girls	Is talkative	

GROWTH CHARACTERISTICS AND RELATED PHYSICAL SKILLS FOR GRADE I (Age 5-7)

MENTAL

1. Has short attention span
2. Likes to experiment
3. Identifies himself with imaginary characters
4. Is able to reason
5. Shows marked interest in numbers
6. Shows interest in collecting
7. Enjoys repetition of activities
8. Can speak in complete sentences
9. Can well express his needs in words

RELATED SKILLS

Catch and throw a large ball

Run to given mark and back without stopping

Hop on either foot

Skip using both feet

Jump using both feet

Walk a low balance beam

Knows and can perform action to singing games

Perform simple self-testing activities

Know how to walk, run, gallop, skip and bounce a ball to music

Leap over a twelve or fifteen-inch hurdle

Bounce a ball to a partner

Catch a bounced ball with two hands

Catch a bean bag thrown by a partner

Jump individual ropes

Act promptly when signals are given

Form a line and circle quickly and accurately

Dodge a child who is chasing

Use imagination in dramatic play

March to music

Imitate animals

Distinguish between right and wrong

Distinguish between right and left

GROWTH CHARACTERISTICS AND RELATED PHYSICAL SKILLS FOR GRADE 2 (Age 7-8)

MENTAL	RELATED SKILLS
1. Has increasing voluntary attention span 2. Likes to memorize 3. Likes to put to use what is learned 4. Enjoys dramatic play 5. Has difficulty in making decisions 6. Likes to assume responsibility 7. Can follow simple directions 8. Shows capacity for self-evaluation	Master skills of previous grade Walk backward from one end of a balance beam to the other Bounce a ball continuously Throw a ball over-hand to a partner Jump rope various ways Leap over eighteen to twenty-one inch hurdle without running Throw a bean bag accurately at a target Clap, sway, slide, bend, and stamp to music Perform simple folk dances to music Perform simple self-testing activities (Examples - airplane zoom, stiff-knee walk, walk on all fours, stiff knee bend)

GROWTH CHARACTERISTICS AND RELATED PHYSICAL SKILLS FOR GRADE 3 (Age 8-9)

MENTAL	RELATED SKILLS
1. Shows increasing attention span	Master skills of previous grades
2. Is eager to learn new skills	Use side arm throw with accuracy
3. Likes to assume responsibility	Throw accurately at a moving target
4. Understands explanation	Dodge a ball thrown at players in a circle
5. Shows evidence of reading disability	Jump individual rope with a partner
6. Likes to experiment	Jump over a rope placed at various heights (twenty-five to forty inches)
7. Will drop projects when interest fails	Leap over a rope while running
8. Can follow simple directions	Use underhand throw to throw a ball at a target
	Throw a softball overhand
	Pitch a softball underhand
	Catch a softball successfully
	Swing a ball bat correctly
	Hop on one foot and maintain balance
	Run about fifty yards without becoming tired
	Do the push-up
	Do the basic polka step
	Perform successfully self-testing activities (wicket walk, crab walk, heel click, forward roll, backward roll)
	Perform various stunts on balance beam

GROWTH CHARACTERISTICS AND RELATED PHYSICAL SKILLS FOR GRADE 3 (Age 8-9)

PHYSICAL	SOCIAL	EMOTIONAL
1. Is forty-eight to fifty-four inches tall	Is interested in group activities	Dislikes being treated like a baby
2. Weighs forty-five to seventy-five pounds	Plays with groups of same age	Dislikes criticism
3. Has better use of small muscles	Is sensitive to feelings and attitudes of peer groups and adults	Thinks he knows everything
4. Has increasing strength in arms, hands and fingers	Begins to show group loyalty	Likes recognition for what he has done
5. Is less subject to fatigue and has greater endurance	Is generally a conformist	Responds well to deserved praise
6. Is prone to accidents	Girls more interested in their clothes	Cries easily when fatigued
7. Has improved rhythmic sense	Is able to be fairly responsible and dependable	Responds best to adults who treat him as individual
8. Has good eye-hand coordination	Tells secrets, sets up whispering and giggling campaigns	
9. Has improved body coordination in throwing, catching	Develops qualities of leadership and followership	
10. Shows gradual improvement in speed, steadiness of motion and accuracy		
11. Has greater resistance to disease		

GROWTH CHARACTERISTICS AND RELATED PHYSICAL SKILLS FOR GRADE 4 (Age 9-10)

PHYSICAL	SOCIAL	EMOTIONAL
1. Is forty-nine to fifty-six inches tall	Is friendly and is interested in people	Is usually forgetful
2. Weighs fifty-one to eighty-five pounds	Becomes more self-dependent	Is aware of himself as an individual
3. Develops use of small muscles	Forms gangs of one sex only--short duration--change of membership	Is beginning to be reasonable
4. Has increased resistance to disease	Moves into a peer-centered society	Has strong emotions not well under control
5. Has finer muscle coordination	Begins hero worship	
6. Has muscular pace slower than skeletal growth	Likes to take part in discussions concerning social problems	Rebels against adult domination
7. Shows increase in manipulative skills	Argues loud and long over decisions of the referee	Shows lack of sympathy and understanding of opposite sex
8. Has good eye-hand coordination	Widening diversions between the two sexes	Has strong sense of right and wrong
9. Has improved rhythmic sense		
10. Is less subject to fatigue		
11. Hurries and is prone to accident		

GROWTH CHARACTERISTICS AND RELATED PHYSICAL SKILLS FOR GRADE 4 (Age 9-10)

MENTAL	RELATED SKILLS
1. Has capacity for self-direction	Master skills of previous grades
	Catch a batted ball
2. Enjoys freedom with less adult supervision	Hit successfully three out of six well pitched balls
3. Likes the challenge of arithmetic	Do a running high jump
4. Has lengthened attention span	Do a standing high jump
	Kick a soccer ball twenty-five feet
5. Is capable of organizing, solving, and evaluating his own play	Run a fifty-yard dash
	Transfer relay blocks accurately and quickly
6. Develops a scientific approach to solving problems	Chin a bar
	Participate in line relays
	Participate in shuttle relay
	Participate in circle relay
	Know some circle and line dance formations
	Perform self-testing activities (heel touch, knee dip, combination of forward and backward rolls)
	Know rules of various dodgeball games
	Know rules for kick ball
	Field a grounded softball
	Successfully perform at least five dances suggested for the grade

PROGRAM SCOPE

Before developing a program of activities for different age levels, it must first be decided what different forms of physical education will be included and what specific outcomes can be expected at different levels of development.

In the development of this program all physical education learning experiences are grouped into four general activity types: Movement Exploration and Body Mechanics, Rhythms, Games, and Self-Testing. All these general activity types except Movement Exploration and Body Mechanics are subdivided into component parts as shown below:

I. Movement Exploration and Body Mechanics

II. Rhythms:

- A. Fundamental Rhythms
- B. Singing Games
- C. Folk Dances
- D. Creative and Dramatic Rhythms

III. Games:

- A. Simple Games of Low Organization
- B. Relays
- C. Lead-Up Games
- D. Team Games

IV. Self-Testing:

- A. Apparatus and Equipment Play
- B. Stunts and Tumbling
- C. Fitness Activities and Testing
- D. Fundamental Skills Related to Game Situations

PROGRAM SCOPE

I. Movement Exploration and Body Mechanics

Movement Exploration and Body Mechanics is an important phase of the elementary physical education program in that it is basic, both in method and content, to all activity types including games, rhythms, and self-testing activites.

Movement Exploration and Body Mechanics begins with the child exploring movement with his body to learn about himself and what he can and can't do. As the child gains greater control over his movements and learns his bodily capabilities, he gains grace and efficiency in mastery of space which carries over to all other forms of activity.

The word "explore" means to examine, to investigate, to delve into the unknown. With movement exploration, the child through guidance uses movement as a way of expressing, exploring, interpreting himself, and developing his capacities. While it is recognized that all physical education activities can be classed as movement experiences, the term "movement exploration" will apply to any planned problem-solving experiences through which the child learns to understand and control the many ways in which his body moves. The learning experiences will involve qualities of movement: fast, slow, strong, light, smooth, continuous or staccato; controlling forces: pushing, pulling, stopping, starting, lifting, and striking; understanding sizes: big, little, wide, narrow, short, and tall; understanding space: forward, backward, up, down, and sideways; understanding shapes: round, square, circle, line, row; other body movements such as reaching, swinging, stretching, twisting, turning, and bending will be explored by the child. Being able to communicate ideas and emotions is also part of the program.

A. Fundamental Rhythms

Fundamental rhythms include those rhythmic activities which provide experience in the fundamental forms of locomotion and non-locomotion movement activities. The following movement patterns are basic to such a program:

a. Locomotion Type Movement

Even types: walking, running, hopping, leaping, jumping

Uneven types: skipping, galloping, sliding

b. Non-Locomotion Type Movement

Simple Movements: bending, turning, twisting, swinging, swaying, falling

Mimetic Type: pushing, striking, lifting, throwing, pulling

B. Creative Rhythm

The creative rhythm program is generally divided into two categories. The first is called Identification Rhythm, while the second is the Dramatic type. In either case, the basic feature of the creative rhythm program is that ideas and thoughts can be interpreted through movement. An atmosphere of creative freedom must be a part of the program. Children need to be encouraged to explore, interpret, and express themselves in movement as they react to the rhythm.

For both types of rhythm, there are many sources of ideas in the child's world. The home, zoo, farm, industry, city, make-believe world, and literature provide a rich source of material.

a. Identification Rhythms

The basis of this rhythmic type is imitation or the idea of "becoming something". The child in his own mind has taken on the identity of one of the following to the accompaniment of the rhythm used:

Examples:

1. Animals--elephants, ducks, seals, cats, chickens, rabbits, etc.
2. People--soldiers, Indians, clowns, firemen, sailors, workers, etc.
3. Play Objects--see-saws, swings, row-boats, balls, toys, etc.
4. Make-believe World--fairies, dwarfs, witches, giants, dragons, pixies, etc.
5. Machines--trains, planes, automobiles, fan, elevator, tractor, etc.

b. Dramatic Rhythm

In Dramatic Rhythm, the children act out an idoa, a story, a familiar event, or an ordinary procedure. Ideas that can be exploited for dramatic rhythms are:

Examples:

1. Building a house, garage, or other project
2. Making a snowman -- Throwing snowballs -- Going skiing
3. Flying a kite -- Going hunting or fishing -- Going camping
4. Acting out stories which include Indians, cowboys, firemen, engineers
5. Interpreting familiar stories like the Three Bears, Sleeping Beauty, Little Red Riding Hood, and others.

Children have always explored movement in their own way. In this program, however, natural drives are channeled toward growth by means of carefully planned progression in learning experiences.

Correct use of the body is called "body mechanics" and has its basis in good posture. How to lift and carry objects, open windows, go up and down stairs, climb ladders, and pushing and pulling are examples of simple activities which need application of good principles of body mechanics. The teacher should be constantly on alert for incidental opportunities to teach good body mechanics.

II. Rhythmical Activities

Rhythmical movement should be part of each child's school experiences. Children have a natural love for rhythmic movement and for using the body in expressive movement. For a child, such movement is both a need and a delight. Not only are dance activities a tool for self-expression, but inherent in rhythmics are excellent possibilities for physical development. Progress toward the perfection of simple skills is enhanced by the accompaniment of rhythm.

Movement expression through rhythm offers good opportunities for incidental and direct teaching in body mechanics and good posture. The proper carriage of the body and the most efficient ways of moving should be included in the teaching of rhythmics. With the encouragement of an appropriate rhythm, children accept naturally postural coaching and correction as part of the teaching procedure.

The program of rhythmical activities for primary grades is divided into four general areas: Fundamental Rhythms, Creative and Dramatic Rhythms, Singing Games, and Folk Dances.

6. Building from household tasks like chopping wood, picking fruit, mowing the lawn.
7. Celebrating holidays like Halloween, Fourth of July, Thanksgiving, Christmas.

C. Singing Games and Folk Dances

Singing Games and Folk Dances are considered by some as distinctly different rhythm activity types, but sometimes this difference is difficult to distinguish. A Singing Game is described as a dance where the children sing verses, and the words give direction to the movements. A Folk Dance is defined as a traditional dance of a given country. There may be considerable variation in the movement patterns in a Singing Game depending upon how the children follow and interpret the action picture of the words. In a Folk Dance, a definite pattern of dance routine is usually set up and followed. None of the Folk Dances for primary children involves special dance steps. Rather, the simple fundamental loccmotion movements are the basis for the dances. The emphasis of the rhythmic program on the Middle School level is on fundamental skills of dancing, which, if mastered, will lead to a lifetime of enjoyment in dancing. As differed from the emphasis on the primary level on fundamental movements to rhythm and their application to simple rhythmic activities, the Middle School Program introduces dance steps and incorporates them into many dances.

III. Games

A. Games have an extremely important place in the school program for children of all ages. In general, games played in small groups are enjoyed most by children at the primary level. Games that involve chasing and fleeing, tag games, and one small group against another, as well as games that involve fundamental skills, are best suited to children at the lower elementary levels. In addition, children at this age level enjoy the type of games that has an element of surprise, such as games that involve running for a goal at a given signal.

Every boy and girl in the public schools should have a chance to engage in a variety of games which are the collective heritage of centuries of children. The games have good recreational values, provide fitness values, and provide a necessary outlet for the natural exuberance of the children.

The greatest values for physical fitness in the games program are inherent in those activities in which many children are active at once, and in those where children strain and "put out" good physical effort. Some games are useful, however, in providing a period of lesser activity after a more strenuous activity. Games which make lesser demands on children are those in which there is a runner and a chaser while the remainder of the children have little part in the play.

As was mentioned before, the games for lower primary (grades first and second) do not require a high degree of skills, and the lesser skilled children have good opportunity to excel. The third grade program presents a little different picture. While many of the games are of the so-called low organized type, a number are introduced which present the first lead-up and team activities. A lead-up game is defined as one which introduces a skill, strategy, or part of a sport. Leading up to these sport-like games are simplified activities which employ one or two skills or portions from the sport. Circle kick ball is a good example of the principle of a lead-up game. The children form a circle, and the ball is kicked back and forth until it goes through or between players. The players learn to kick, trap, and defend. The concentration is on these few skills.

B. Relays have their place in the physical education program in that they provide developmental opportunities for fitness, competition, and opportunities to exercise fundamental skills.

Relays in this program should begin in the second grade as the individualistic characteristics of the first grade children do not lend themselves to organized team efforts. Relays can follow skills but caution is needed because performance can become sloppy because of the emphasis on speed and winning.

As previously mentioned, no relays are designated for first grade. The second graders are given experience in relays which require simple formations and basic locomotor skills. Some passing relays using bean bags and balls of the volleyball size are included.

The third grade relays expand on the fundamentals learned in the previous grade. In addition, relays which require rotation when a runner returns are introduced.

Relays have an important place in the fourth grade program. Not only do they offer fun and enjoyment, but when properly conducted, provide good values in fitness, practice of skills, and social adjustment through team work. Children learn to cooperate with others in the interest of winning, to conform to rules and regulations, and to use skills in situations of stress and competition. However, if rules are not enforced and the child finds that he can get by without obeying the rules, he is learning that he can win by cheating.

PROGRAM SCOPE (continued)

IV. Self-Testing Activities

No other phase of the physical education program contributes more to the development of specific traits of physical fitness than do self-testing activities.

American children are inadequately developed in select-measures of physical fitness such as strength, endurance, flexibility, and physical skills. Weakness in strength of arms and shoulder girdle is especially apparent --- a situation partially attributed to the fact that children today have less opportunity to climb trees, vault fences, and participate in other childhood activities natural to previous generations.

Many self-testing activities demand vigorous use of trunk and upper extremities. All self-testing activities are important because of the focus on individual rather than group performance. The term "self-testing" is used in physical education to designate those forms of physical education in which the child tests his powers of control over the environment.

A. Apparatus and Equipment Play

Large apparatus should be provided for indoor use, as well as on the playground, in order to provide for continuous practice and development. The apparatus is of such a variety that children are encouraged to engage daily in the natural activities of childhood---climbing, hanging, balancing, vaulting, jumping in its many forms, as well as running, throwing, and manipulating small equipment and objects. Small equipment such as beanbags, balls, bats, rackets, hoops, jump ropes, rings, Indian clubs, and tether balls will challenge the child to manipulate them with skill.

PROGRAM SCOPE (continued)

B. Stunts and Tumbling

Among children, particularly in the primary grades, stunts and tumbling activities play an important part in their daily activities. As mentioned before, children love to hang, climb, balance, fall, roll, and imitate various characters and objects. Utilizing these desires and interests for a program of these activities provides an excellent learning situation and also makes available an excellent developmental medium for fitness values.

The primary program of stunts and tumbling relies on simple stunts with good developmental possibilities. Many of these can be classed as lead-up stunts because the principle or skill involved is used later in a stunt of a more complex nature. Stunts requiring exceptional body control, critical balance, or the need for great strength should be avoided. Good principles of movement should be applied to stunts, tumbling. Standards of performance should be high enough to demand reasonable performance proportionally equal with the age level of the children. Stunts need to be repeated not only for the development of skills but also for the attainment of good muscular power, agility, and balance.

C. Fitness Activities and Testing

Physical fitness is the one unique and important contribution which can be made by physical education as contrasted to other subject matter fields in the total school curriculum. If physical education cannot and does not provide fitness, no other area of curriculum ever will, because no other area of curriculum affords the opportunity. A person who is physically fit possesses the strength and stamina to carry out his daily tasks without undue fatigue and still has enough energy to enjoy leisure and to meet any unforeseen emergencies.

The day has long since passed when this development could be left to chance. Studies, and particularly those comparing American children to European children, do not measure up to desirable standards and thus have caused many educators to take prompt action in the development of physical education programs. It is quite obvious that physical fitness has moved to the front as a major goal of the educational process. This was made evident when in July 1965, a West Virginia State Board of Education resolution was passed requiring a daily thirty-minute period of instruction in physical education for all elementary school children.

As in other subject areas, measurement by means of testing is important to the program of physical education, because tests provide an objective means by which a child can be made aware of his progress. Children want and need to know where they stand in relation to other children of the same age.

Testing for physical fitness can and should serve four purposes. The first is to make a diagnosis of the fitness condition of the individual. Secondly, the test can provide a measure of evaluation of the physical education program with respect to the attainment of one of its objectives. A third purpose would be the motivation for the individual child to improve his own fitness and performance. A fourth purpose is the aid that the test results can provide to the counseling program. Tests will point out the child's strengths and weaknesses in terms of achievements toward standards or specific goals. The measurement phase of the program can re-emphasize to the school administration and parents the importance of the goals of the program and what progress the children are making in terms of these outcomes.

D. Fundamental Skills (Related to Game Situations)

The elementary school has long been considered to be the educational segment in an individual's life that provides the best opportunity for a solid educational foundation. The need for the development of basic skills in reading, writing, and arithmetic has seldom been challenged as an essential purpose of the elementary school. Why then, should there be a neglect of such an important aspect of learning as that existing in the development of basic physical education, motor skills?

On the lower elementary level, fundamental motor skills are concerned with such elements as running, jumping, throwing, catching, bouncing, and kicking along with others that are involved in correct methods of performance of various kinds of physical education activities. Although fundamental skills come under the main category of self-testing activities, it should be clearly understood that successful skill performance in all phases of the elementary school physical education program --- movement exploration, games, rhythms, as well as self-testing activities --- is dependent largely upon the amount of skill proficiency that the individual possesses.

In the lower primary grades children should be taught games or relays that introduce simple skills with the ball, such as catching, throwing, kicking, bouncing, and dodging. These skills give a general background of mechanics that carries over into all types of games where a ball is used. It is suggested that the basic skill be taught in game or relay situations because primary children as a rule, take a dim view of formal practice. Because children are primarily interested in the game itself, drill should be held to a minimum. Each skill should be explained briefly, demonstrated, then tried in a game or relay type activity.

Basic athletic skills closely associated with the major sport activities of basketball, football, soccer, softball, and volleyball should in most instances be introduced during the third and fourth grades. The skills involved in these major activities should be introduced and developed through the use of team games and lead-up games rather than taking an active part in the major activity itself.

The following outline shows the program scope of the primary school in regard to teaching fundamental skills. The emphasis is of a sequential nature, going from the simple to the complex.

FUNDAMENTAL SKILLS OF BASKETBALL

GRADE--- 1	2	3	4
Emphasis is concerned with catching, throwing, and kicking with no direct relationship to the game of basketball. These skills are introduced and developed through simple games.	Emphasis is on catching, throwing, kicking, dodging, and bouncing with no direct relationship to the game of basketball. Skills are introduced through simple games and relays.	Passing: A. Chest Pass B. Baseball Pass C. Bounce Pass Catching: A. Above Waist B. Below Waist Shooting: A. Two-Handed Chest Dribbling: A. Standing Still B. Moving Rules: A. Concerning Dribbling Activity: A. End Ball	Passing: A. Underhand B. Two-Hand C. One-Hand Catching: A. While Moving Shooting: A. Two-Hand Chest B. One-Hand Push C. Lay-up Dribbling: A. Down & Back (Turning) B. Right & Left Hand Rules: A. Dribbling B. Traveling C. Out of Bounce Activities: A. Touch Ball B. Captain Ball

FUNDAMENTAL SKILLS OF SOCCER

GRADE--- 1	2	3	4
No skills directly related to soccer are taught on the first grade level.	No skills directly related to soccer are taught on the second grade level.	No skills directly related to soccer are taught on the third grade level.	Kicking: A. Inside Kick B. Side of Foot Kick C. Toe Kick Trapping: A. Toe Trap B. Side of Foot Trap Rules: A. Simple Rules Activities: A. Soccer Touch Ball B. Circle Kick Ball C. Circle Soccer D. Soccer Dodgeball E. Snatch Ball Soccer F. Side Line Soccer

Fundamental Skills of Softball

GRADE--- 1	2	3	
No skills directly related to softball are taught on the first grade level.	No skills directly related to softball are taught on the second grade level.	Throwing: A. Gripping the Ball B. Overhand Throw C. Underhand Toss Catching: A. Catch Thrown Ball B. Catch Fly Ball C. Catch Grounders Batting: A. Teach Proper Swing (Level) Base Running: A. Run to First base only Pitching: A. Simple Underhand Toss Rules: A. Strike Zone B. Foul & Fair C. Safe & Out D. No Leading Off Bases Activities: A. Throw It and Run B. Two Pitch Softball	Throwing: A. Continued Practice B. Throw around Bases Catching: A. Continued Practice B. Fielding Thrown & Batted Grounders C. Sure Stop (Outfield) Batting: A. Hit Pitched Ball (At least 1 of 3) B. Hit Ball Tossed by Self Bunting: A. Introduce simple Bunting Base Running: A. To First Base & Turn B. Circling Bases, Touching all of them Pitching: A. Continued Practice Rules: A. Pitching Rules C. Foul Tip B. Illegal Pitches D. Bunt Rule Activities: A. Hit and Run B. Kick Softball C. Hit Bat D. Two Pitch Softball

FUNDAMENTAL SKILLS OF VOLLEYBALL

GRADE--- 1	2	3	4
No skills directly related to volleyball are taught on the first grade level.	No skills directly related to volleyball are taught on the second grade level.	No skills directly related to volleyball are taught on the third grade level.	Serving: A. Simple Underhand Serve Returning: A. Simple Two-Hand Return Rules: A. Very Basic Rules Activities: A. Modified Newcomb B. Bounce Volleyball C. Shower Serve Ball

FUNDAMENTAL SKILLS OF FOOTBALL

GRADE--- 1	2	3	4
No skills directly related to football are taught on the first grade level.	No skills directly related to football are taught on the second grade level.	No skills directly related to football are taught on the third grade level.	A. Passing Football B. Catching Football C. Centering Football D. Activities: Keep Away Football End Ball

PROGRAM STRUCTURE
(KINDERGARTEN)

MOVEMENT EXPLORATION AND BODY MECHANICS

Teacher gives leads and suggestions but does not demonstrate; child invents own responses. Examples: "Look at the wall around our room. Can you touch it and come back without touching anything or anyone else? Can you touch it and come back some other way? Can you do it more quickly? How small can you be? How tall? How wide? How lightly can your feet move? How quickly can your hands move? How lightly can your feet move? How quickly can your hands move? Can they go high in the air? Low near the ground? Show me how strong your legs and arms are? Other suggestions may be found in kindergarten curriculum guide.

RHYTHMS

The following rhythmical activities are appropriate for the preschool program: Informal movement to accompaniment of percussion instruments, nursery rhymes, jingles, poems, songs, and recorded music. Musical games such as Stoop and Magic Carpet, in which children must start and stop to accompaniment.

Singing games such as Looby Loo, Muffin Man, London Bridge, The Farmer in the Dell, Did You Ever See a Lassie?

Creative expression of everyday themes, stories, nursery rhymes, people, and animals should be a part of the kindergarten program.

PROGRAM STRUCTURE
(KINDERGARTEN)

SELF-TESTING ACTIVITIES

Large Apparatus: Climbing on tables, boxes, metal frames, ropes. Jumping from heights of one to three feet and landing safely. Supporting body in hanging position. Balancing on low beam, walking. Trying new simple beam activities.

Small Equipment: Throwing and catching large balls, bean bags. Playing with jump rope, large blocks, kicking balls, manipulating hoops, scooters, tricycles, wagons.

Stunts and Tumbling: This phase of the program involves the child identifying himself with animals and inanimate objects such as - walking like a dog, cat, crab; hopping like a bunny, bird; bouncing like a ball; jumping like a kangaroo, jack-in-the-box; rolling like a ball, log.

Fitness Activities and Testing: This phase of the elementary physical education program is omitted from the kindergarten program.

Fundamental Skills (Related to team games and lead-up games) Team games and lead-up games do not appear in the program at this level. Throwing, catching, and kicking large balls are the extent of teaching game skills at the kindergarten level.

GAMES

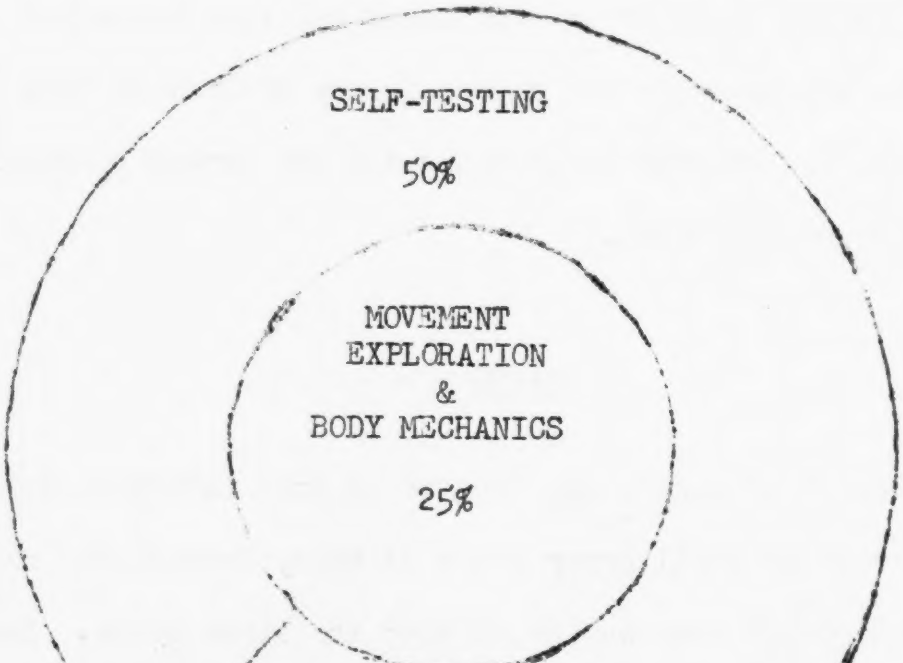
Since children of preschool age tend to be more individualistic than socialistic, interest in small group games of free, imaginative nature develops at the end of this period and carries on into the first grade. Large group games are introduced as needed to help in group adjustment. The teacher at first plays with the group, helping the children to understand the rules and to realize that they apply to each one. Games of short duration and dramatic

SELF-TESTING ACTIVITIES (continued)

interest are chosen -- Cat and the Rat, Duck, Duck, Goose, Drop the Handkerchief. Relays are not a part of the kindergarten program.

TIME DISTRIBUTION (Yearly Basis)

Preschool children will spend much of their time in self-testing activities in their own play space, both indoors and outdoors (50%). For some time every day, they will enjoy the simplest types of movement exploration and body mechanics (25%). The kindergarten program will include simple rhythmical experiences, singing games, and creative and dramatic activities (15%). 10% of the yearly program will be allotted to simple games of low organization.



PROGRAM STRUCTURE
(Grades 1-2)

MOVEMENT EXPLORATION AND BODY MECHANICS

After reviewing the very simple movements learned in kindergarten, the teacher may then suggest more complex ideas and progressively more difficult problems. The teacher must remember not to demonstrate, but rather encourage individual responses. Examples: "Show me your own space---how high is it, how wide, how far behind you, how far in front, how low? Can you move about your space very lightly and quickly? Can your hands be light and quick just as your feet are? Now can you move slowly, with very strong, heavy feet? Show me your strong hands, too. In your own space, how high can your knees go? How many ways will your elbow move? Can you make a circle with it? What else? Will it turn you around?"

Teacher and class together may develop expressive movements: "How do you move when you feel very happy? When your Dad asks you if you want to go on a picnic? Can you carry the picnic basket? Is it heavy?" From here, the children will pick up the story, the teacher bringing out qualities of movement at different episodes.

RHYTHMS

Children should understand and respond to accent, tempo, and beat of accompaniment. Rhythmical games are carried on with much enthusiasm. Children perform different locomotor movements to accompaniment -- walk, run, hop, jump, skip, gallop, slide, leap. Later these fundamental movements may be combined into rhythmical activities. Singing games such as: Round and Round the Village, Thread Follows the Needle, Picking Up Pawpaws, Skip to My Lou, Pop Goes the Weasel, and Shoo, Fly are part of the rhythmical program. Simple folk dances based on walking, running, sliding, and galloping appear at the first and second grade level. Some examples are: Dance of Greeting, How D'ye Do My Partner, Shoemaker's Dance, and Carousel. Creative dances still remain part of program at this level.

SELF-TESTING ACTIVITIES

Large Apparatus: Climbing with increasing skill on ropes, poles, metal frames, and climbing ladder. Proper jumping and landing is taught. Jumping up, on, and over obstacles becomes part of the program. Standing and running broad jump is introduced. More difficult activities performed on balance beam. Children are given freedom to hang, swing, on apparatus.

Small Equipment: Ball handling and kicking skills are continued with more efficiency (large balls still used in most instances). Use of jump ropes, tether ball sets, and hoops still emphasized. Use of tennis and badminton rackets and paddles comes late during the second grade. (Usually at age 8)

Stunts and Tumbling: Interest in mimetics and identification continues---Spinning like a top, kicking like a mule, imitating a measuring worm, coffee grinder, rocket ship, and a bouncing ball. More difficult stunts should challenge the child at the latter part of second grade. Examples: Tip-up, Frog Hand Stand, Cartwheel, Forward and Backward Roll.

Fitness Activities and Testing: The Minimum Muscle Fitness Test (Modified Kraus-Weber Test) should be taken by all first and second graders to determine physical fitness and weaknesses. Corrective measures should follow in order to improve or correct weaknesses.

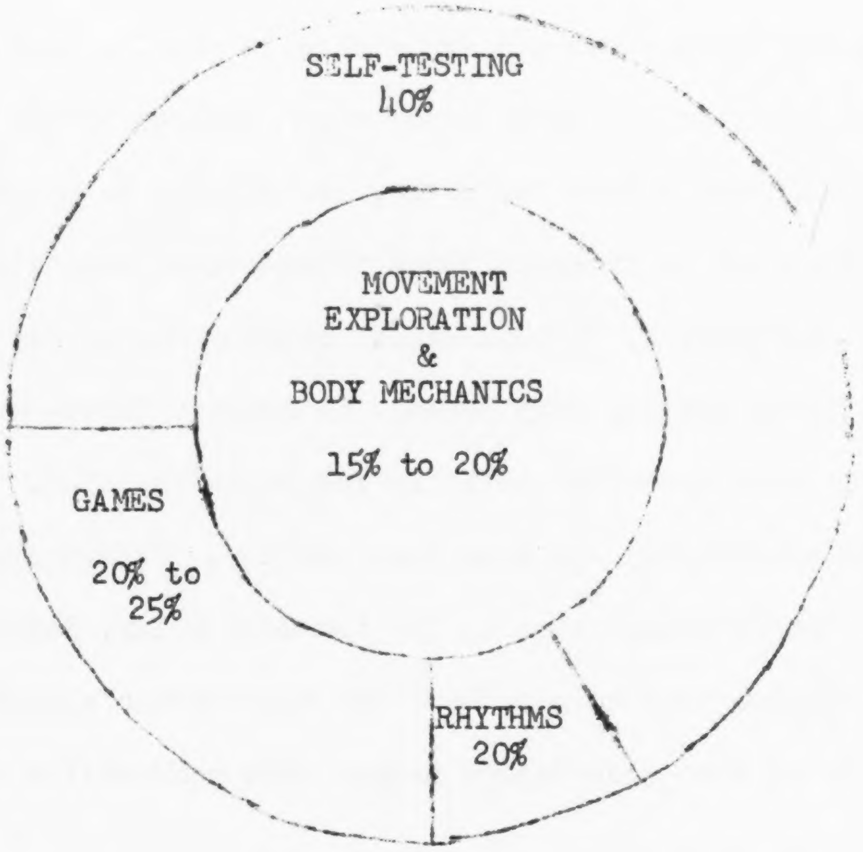
GAMES

Interest in group games grows and experience in playing with others becomes important in social adjustment. Large group games such as Mickey Mouse, Garden Scamp, Slap Jack, and Charlie Over the Water, are enjoyed in the first days of the first grade. One-goal or two-goal games provide more activity: Hill Dill, Midnight, Brownies and Fairies, Chinese Wall. Small group games, such as Stoop Tag, Link Tag, Galloping Lizzie, Jump Shoes, One Against Three, and Free and Catch are activities that encourage activity and self-direction. It is in the latter part of this period when the team idea emerges. Relays also appear during the second grade. Simple relays such as Tag the Goal Relay, Shuttle Relay, and Stride Ball Relay are very much enjoyed but the teacher should remember that the emphasis is on team cooperation rather than competitive winning.

TIME DISTRIBUTION (Yearly Basis)

The largest portion of the first and second grade program is still devoted to self-testing activities (40%) which is a 10% decrease from the preschool program. 20% of the year is allotted to movement exploration which is also a slight decrease from the preschool level. The most significant difference between this level and the preschool level occurs in the area of games where over twice as much time is allotted (25%). Large and small group games are predominant in first and second grades with simple team games appearing during latter part of second grade. The time allotment for rhythms remains the same (15%) with singing games and folk dances continuing to receive most of the emphasis.

PROGRAM STRUCTURE
(Grades 1-2) (continued)



PROGRAM STRUCTURE
(Grades 3-4)

MOVEMENT EXPLORATION AND BODY MECHANICS

Continue previous experiences, using more complex problems: "Show me a strong, quick movement, followed by a slow, light one. Sit down in your own space and put your feet straight out in front of you --- Feet are important; they take you where you want to go; they can move you lightly, strongly, fast, or slow. How far forward can you stretch your toes? How far back can you bend them? Can you bend them so far back that the heels are ahead of them? Keep trying, moving the toes both forward and backward. Now lie on your back and put your feet in the air --- How high can you get your toes? Your heels? Try to get your heels higher than your toes. Still lying on your back, move your feet lightly and quickly. Can you make a large circle in the air with your left toes? Can you make a small circle? What about a large and small circle with your right toes? Try to make a large and small circle with both sets of toes. Introduce idea of direct, contrasted with indirect, movement. Direct movement would be movement from one place to another ---Locomotion movement. Indirect movement would be movement of the body but not from place to place --- non-locomotion movement. Children at this level may dramatize themes of group interest: conflict, grief, joy, and death. Example -- "We are the crowd coming out of the basketball game. Can you show by the way you move, which team won? Can your head and shoulders show us if your team was the winner or loser?"

RHYTHMS

Continue to explore locomotor and body movements to accompaniment. Fundamental movements and singing games receive less emphasis. The emphasis in rhythms is concentrated on folk dances such as Gustaf's Skoal, Ach Ja, and

Seven Jumps. The fourth grade program in rhythms can be labeled an "in-between" program. Folk dances also get the most attention in this grade. The very simple or basic square dance steps may be introduced, depending on the ability of the children. Square dancing usually doesn't appear until the fifth grade but in certain instances, fourth graders may be ready for this type of dance. This is left up to the discretion of the teacher.

SELF-TESTING ACTIVITIES

Large Apparatus: Continue to develop climbing skills and ability to get over obstacles in a more skillful manner. Apparatus activities such as Skinning the Cat, Chinning, simple parallel bar activities, traveling hand over hand, or by swinging rotary motion on horizontal bar or ladder.

Small Equipment: Be able to propel balls with bats, rackets, and clubs. Skills of catching, throwing, and kicking should become more refined through use of lightweight basketballs, footballs, softball, soccer balls. Ball handling should be emphasized in fourth grade. Performing with jump ropes individually, in couples, and in groups should be continued. More complex beam activities are performed with emphasis on better body coordination and balance.

Stunts and Tumbling: All stunts and tumbling activities learned in previous grades should be reviewed. Stunts such as Hand Stand (Modified), Cartwheel, turning upside down from hanging position and simple couple stunts are part of the programs.

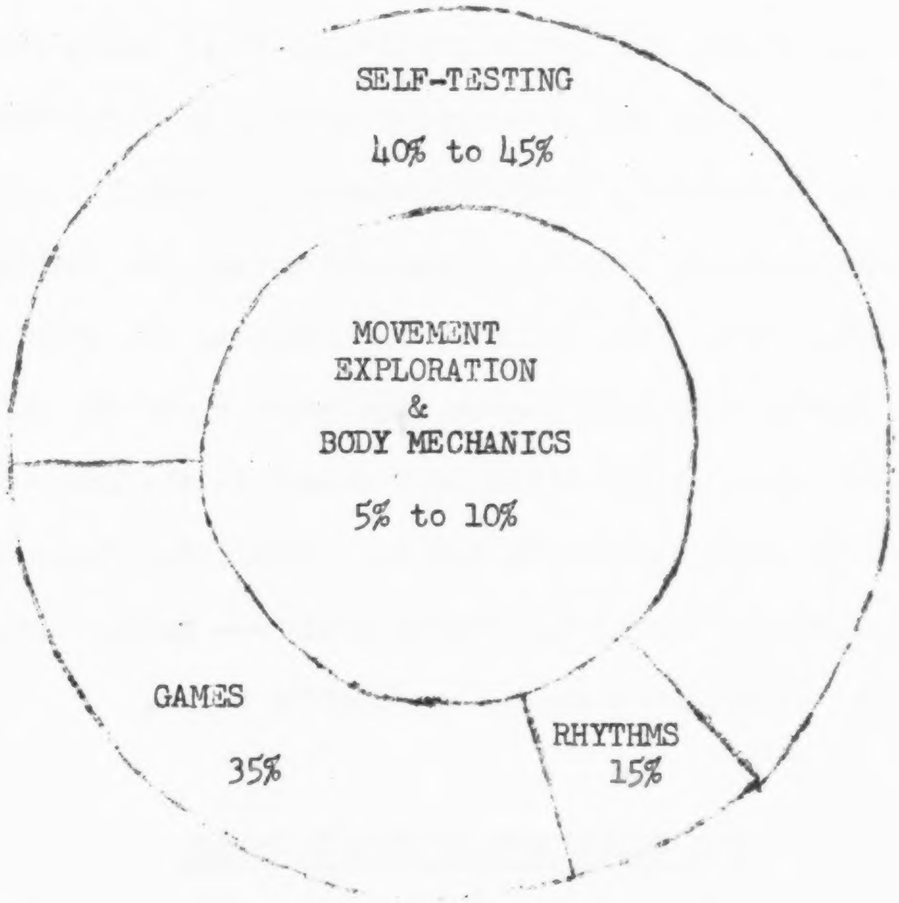
Fitness Activities and Testing: Children at the fourth grade level are given two different tests twice a year. A screening test is given to determine those children with low fitness. This particular test is given as part of a health appraisal and is designed to measure strength, flexibility, and agility. When weaknesses are discovered, corrective activities are prescribed to improve level of fitness. A second test is given to only the fourth graders. This test is also a fitness test which affords an opportunity for each child to be compared with national norms. Because of the physical difficulty of this test, it is not recommended for any grades below the fourth.

GAMES

Games of low organization are still carried on in the third grade program with good emphasis. During the latter portion of third grade, lead-up games make their appearance. These are games which lead-up to participation in the major games such as basketball, football, baseball, softball, volleyball. These lead-up games continue with more emphasis during the fourth grade and middle school level. Team games are very important to the third and especially the fourth grade level. The increase in team games gives the child a chance to use and develop the basic skills which were taught in the lower grades. Relays continue on both the third and fourth levels. Simplified forms of individual activities are introduced during the fourth grade --- paddle tennis, tether ball, table tennis, darts, horseshoes, and shuffle board.

TIME DISTRIBUTION (Yearly Basis)

The largest portion of time on the third and fourth grade level is in the areas of self-testing activities (45%) and team and lead-up games (15% to 25%). Fundamental rhythms, singing games and creative rhythms begin to lose emphasis in third grade and are given no time allotment in fourth grade. Movement exploration and body mechanics decreases in time allotment -- third grade (10%), fourth grade (5%). Relays receive (10%) of the yearly allotment. Fitness activities and testing get (5%) of third grade yearly allotment and (10%) of fourth grade time. The 5% increase from third to fourth grade, in this particular area, is due to the fact that two tests are given in fourth grade as compared to one in third. New to the fourth grader is an opportunity to participate in individual and dual activities.



MAJOR TYPES OF ACTIVITY	SUGGESTED TIME ALLOTMENT PER GRADE					
	K	1	2	3	4	(Grades)
MOVEMENT EXPLORATION & BODY MECHANICS	25%	20%	15%	10%	5%	
RHYTHMICAL ACTIVITIES	15%	20%	20%	15%	15%	
GAME ACTIVITIES	10%	20%	25%	35%	35%	
SELF-TESTING ACTIVITIES	50%	40%	40%	40%	45%	
	100%	100%	100%	100%	100%	

This chart shows the four major areas of activity with grade level emphasis and suggested yearly percentages per grade.

* Percentage is based on 180-day school year.

MAJOR ACTIVITIES -------- SUBDIVISIONS -------- SUGGESTED TIME ALLOTMENT

		K	1	2	3	4
MOVEMENT EXPLORATION & BODY MECHANICS		25%	20%	15%	10%	5%
RHYTHMS	FUNDAMENTAL RHYTHMS	5%	5%	5%	2%	0
	SINGING GAMES	5%	5%	5%	3%	0
	FOLK DANCES	0	5%	5%	10%	15%
	CREATIVE & DRAMATICS	5%	5%	5%	0	0
GAMES	SIMPLE GAMES OF LOW ORGANIZATION - LARGE & SMALL GROUPS	10%	15%	15%	10%	0
	RELAYS	0	5%	5%	10%	10%
	LEAD-UP GAMES	0	0	0	5%	10%
	TEAM GAMES	0	0	5%	10%	15%
SELF-TESTING	APPARATUS & EQUIPMENT PLAY	40%	15%	10%	10%	10%
	STUNTS & TUMBLING	5%	10%	10%	10%	10%
	FITNESS ACTIVITIES AND STANDARDIZED TESTS	0	5%	5%	5%	10%
	FUNDAMENTAL SKILLS RELATED TO GAME SITUATIONS	5%	10%	15%	15%	15%
		100%	100%	100%	100%	100%

This chart gives a more detailed breakdown of each main activity area, grade emphasis, and suggested time allotment per grade.

* Percentages are based on 180 day school year.

Converting Percentage Allotment into Class Periods

ACTIVITY TYPES		Yearly Percentage	Periods Per Year
MOVEMENT EXPLORATION AND BODY MECHANICS		25%	45
RHYTHM	FUNDAMENTAL RHYTHMS	5%	9
	SINGING GAMES	5%	9
	FOLK DANCES	0	0
	CREATIVE AND DRAMATIC RHYTHMS	5%	9
GAMES	SIMPLE GAMES OF LOW ORGANIZATION (Large and Small Groups)	10%	18
	RELAYS	0	0
	LEAD-UP GAMES	0	0
	TEAM GAMES	0	0
SELF-TESTING	APPARATUS AND EQUIPMENT PLAY	40%	72
	STUNTS AND TUMBLING	5%	9
	FITNESS ACTIVITIES AND TESTING	0	0
	FUNDAMENTAL SKILLS (Related to Game Situations)	5%	9
		100%	180 Days

* Based on 180 Day School Year

KINDERGARTEN

Converting Percentage Allotment into Class Periods

ACTIVITY TYPES		Yearly Percentage	Periods Per Year
MOVEMENT EXPLORATION AND BODY MECHANICS		20%	36
RHYTHM	FUNDAMENTAL RHYTHMS	5%	9
	SINGING GAMES	5%	9
	FOLK DANCES	5%	9
	CREATIVE AND DRAMATIC RHYTHMS	5%	9
GAMES	SIMPLE GAMES OF LOW ORGANIZATION (Large and Small Groups)	15%	27
	RELAYS	5%	9
	LEAD-UP GAMES	0	0
	TEAM GAMES	0	0
SELF TESTING	APPARATUS AND EQUIPMENT PLAY	15%	27
	STUNTS AND TUMBLING	10%	18
	FITNESS ACTIVITIES AND TESTING	5%	9
	FUNDAMENTAL SKILLS (Related to Game Situations)	10%	18
		100%	180 Days

* Based on 180 Day School Year

GRADE 1

Converting Percentage Allotment into Class Periods

ACTIVITY TYPES		Yearly Percentage	Periods Per Year
NOVEMENT EXPLORATION AND BODY MECHANICS		15%	27
RHYTHM	FUNDAMENTAL RHYTHMS	5%	9
	SINGING GAMES	5%	9
	FOLK DANCES	5%	9
	CREATIVE AND DRAMATIC RHYTHMS	5%	9
GAMES	SIMPLE GAMES OF LOW ORGANIZATION (Large and Small Groups)	15%	27
	RELAYS	5%	9
	LEAD-UP GAMES	0	0
	TEAM GAMES	5%	9
SELF TESTING	APPARATUS AND EQUIPMENT PLAY	10%	18
	STUNTS AND TUMBLING	10%	18
	FITNESS ACTIVITIES AND TESTING	5%	9
	FUNDAMENTAL SKILLS (Related to Game Situations)	15%	27
		100%	180 Days

* Based on 180 Day School Year

GRADE 2

Converting Percentage Allotment into Class Periods

ACTIVITY TYPES		Yearly Percentage	Periods Per Year
MOVEMENT EXPLORATION AND BODY MECHANICS		10%	18
RHYTHM	FUNDAMENTAL RHYTHMS	2%	4
	SINGING GAMES	3%	5
	FOLK DANCES	10%	18
	CREATIVE AND DRAMATIC RHYTHMS	0	0
GAMES	SIMPLE GAMES OF LOW ORGANIZATION (Large and Small Groups)	10%	18
	RELAYS	10%	18
	LEAD-UP GAMES	5%	9
	TEAM GAMES	10%	18
SELF TESTING	APPARATUS AND EQUIPMENT PLAY	10%	18
	STUNTS AND TUMBLING	10%	18
	FITNESS ACTIVITIES AND TESTING	5%	9
	FUNDAMENTAL SKILLS (Related to Game Situations)	15%	27
		100%	180 Days

* Based on 180 Day School Year

GRADE 3

Converting Percentage Allotment into Class Periods

ACTIVITY TYPES		Yearly Percentage	Periods Per Year
MOVEMENT EXPLORATION AND BODY MECHANICS		5%	9
RHYTHM	FUNDAMENTAL RHYTHMS	0	0
	SINGING GAMES	0	0
	FOLK DANCES	15%	27
	CREATIVE AND DRAMATIC RHYTHMS	0	0
GAMES	SIMPLE GAMES OF LOW ORGANIZATION (Large and Small Groups)	0	0
	RELAYS	10%	18
	LEAD-UP GAMES	10%	18
	TEAM GAMES	15%	27
SELF TESTING	APPARATUS AND EQUIPMENT PLAY	10%	18
	STUNTS AND TUMBLING	10%	18
	FITNESS ACTIVITIES AND TESTING	10%	18
	FUNDAMENTAL SKILLS (Related to Game Situations)	15%	27
		100%	180 Days

* Based on 180 Day School Year

GRADE 4

SEASONAL PLANNING

			9 weeks each season (45 days)			
ACTIVITY TYPES		Periods Per Year	SEASONAL DISTRIBUTION			
			Fall	Early Winter	Late Winter	Spring
MOVEMENT EXPLORATION AND BODY MECHANICS		45	5	18	18	4
RHYTHMS	FUNDAMENTAL RHYTHMS	9	-	4	5	-
	SINGING GAMES	9	-	4	3	2
	FOLK DANCES	0	-	-	-	-
	CREATIVE AND DRAMATIC RHYTHMS	9	-	5	4	-
GAMES	SIMPLE GAMES OF LOW ORGANIZATION (Large and Small Groups)	18	8	1	2	7
	RELAYS	0	-	-	-	-
	LEAD-UP GAMES	0	-	-	-	-
	TEAM GAMES	0	-	-	-	-
SELF TESTING	APPARATUS AND EQUIPMENT PLAY	72	32	5	5	30
	STUNTS AND TUMBLING	9	-	4	5	-
	FITNESS ACTIVITIES AND TESTING	0	-	-	-	-
	FUNDAMENTAL SKILLS (Related to Game Situations)	9	-	4	3	2
TOTAL DAYS		180 Da.	45	45	45	45

KINDERGARTEN

SEASONAL PLANNING

9 weeks each season (45 days)

ACTIVITY TYPES		Periods Per Year	SEASONAL DISTRIBUTION			
			Fall	Early Winter	Late Winter	Spring
MOVEMENT EXPLORATION AND BODY MECHANICS		36	5	14	13	4
RHYTHMS	FUNDAMENTAL RHYTHMS	9	-	4	5	-
	SINGING GAMES	9	2	2	3	2
	FOLK DANCES	9	-	5	4	-
	CREATIVE AND DRAMATIC RHYTHMS	9	-	5	4	-
GAMES	SIMPLE GAMES OF LOW ORGANIZATION (Large and Small Groups)	27	12	3	2	10
	RELAYS	9	-	2	2	5
	LEAD-UP GAMES	0	-	-	-	-
	TEAM GAMES	0	-	-	-	-
SELF TESTING	APPARATUS AND EQUIPMENT PLAY	27	13	-	2	12
	STUNTS AND TUMBLING	18	3	6	7	2
	FITNESS ACTIVITIES AND TESTING	9	5	-	-	4
	FUNDAMENTAL SKILLS (Related to Game Situations)	18	5	4	3	6
TOTAL DAYS		180 Da.	45	45	45	45

GRADE 1

SEASONAL PLANNING

ACTIVITY TYPES		Periods Per Year	9 weeks each season (45 days) SEASONAL DISTRIBUTION Fall	Early Winter	Late Winter	Spring
MOVEMENT EXPLORATION AND BODY MECHANICS		27	5	8	9	5
RHYTHMS	FUNDAMENTAL RHYTHMS	9	-	5	4	-
	SINGING GAMES	9	2	3	2	2
	FOLK DANCES	9	-	5	4	-
	CREATIVE AND DRAMATIC RHYTHMS	9	-	4	5	-
GAMES	SIMPLE GAMES OF LOW ORGANIZATION (Large and Small Groups)	27	10	3	3	11
	RELAYS	9	2	2	2	3
	LEAD-UP GAMES	0	-	-	-	-
	TEAM GAMES	9	-	-	3	6
SELF TESTING	APPARATUS AND EQUIPMENT PLAY	18	6	3	2	7
	STUNTS AND TUMBLING	18	2	7	7	2
	FITNESS ACTIVITIES AND TESTING	9	5	-	-	4
	FUNDAMENTAL SKILLS (Related to Game Situations)	27	13	5	4	5
TOTAL DAYS		180 Da.	45	45	45	45

GRADE 2

SEASONAL PLANNING

9 weeks each season (45 days)

ACTIVITY TYPES		Periods Per Year	SEASONAL DISTRIBUTION			
			Fall	Early Winter	Late Winter	Spring
MOVEMENT EXPLORATION AND BODY MECHANICS		18	3	6	6	3
RHYTHMS	FUNDAMENTAL RHYTHMS	4	-	2	2	-
	SINGING GAMES	5	2	1	2	-
	FOLK DANCES	18	-	9	9	-
	CREATIVE AND DRAMATIC RHYTHMS	0	-	-	-	-
	SIMPLE GAMES OF LOW ORGANIZATION (Large and Small Groups)	18	7	3	3	5
	RELAYS	18	3	5	5	5
	LEAD-UP GAMES	9	-	2	3	4
	TEAM GAMES	18	5	2	2	9
SELF TESTING	APPARATUS AND EQUIPMENT PLAY	18	6	4	4	4
	STUNTS AND TUMBLING	18	2	7	7	2
	FITNESS ACTIVITIES AND TESTING	9	5	-	-	4
	FUNDAMENTAL SKILLS (Related to Game Situations)	27	12	4	2	9
TOTAL DAYS		180 Da.	45	45	45	45

GRADE 3

SEASONAL PLANNING

9 weeks each season (45 days)

ACTIVITY TYPES		Periods Per Year	SEASONAL DISTRIBUTION			
			Fall	Early Winter	Late Winter	Spring
MOVEMENT EXPLORATION AND BODY MECHANICS		9	1	5	3	-
	FUNDAMENTAL RHYTHMS	0	-	-	-	-
	SINGING GAMES	0	-	-	-	-
	FOLK DANCES	27	4	10	9	4
	CREATIVE AND DRAMATIC RHYTHMS	0	-	-	-	-
GAMES	SIMPLE GAMES OF LOW ORGANIZATION (Large and Small Groups)	0	-	-	-	-
	RELAYS	18	6	2	4	6
	LEAD-UP GAMES	18	5	4	3	6
	TEAM GAMES	27	6	5	6	10
SELF TESTING	APPARATUS AND EQUIPMENT PLAY	18	3	6	5	4
	STUNTS AND TUMBLING	18	2	7	9	-
	FITNESS ACTIVITIES AND TESTING	18	5	4	4	5
	FUNDAMENTAL SKILLS (Related to Game Situations)	27	13	4	2	8
TOTAL DAYS		180 Da.	45	45	45	45

GRADE 4

A SUGGESTED CURRICULUM
FOR BOYS & GIRLS
PHYSICAL EDUCATION
GRADES 5-6-7-8

COMPILED BY THE BROOKE COUNTY MIDDLE SCHOOL
PHYSICAL EDUCATION COMMITTEE
WELLSBURG, WEST VIRGINIA - 1968

GIRLS' CURRICULUM

GRADES 5 - 6

CHARACTERISTICS AND NEEDS

	IMPLICATIONS FOR PHYSICAL EDUCATION PROGRAM
PHYSICAL	
1. Continued growth in height and weight	1. Students must be kept active.
2. Lung and heart small in relation to the body	2. Activity periods can be extended, but be aware of fatigue
3. Girls grow faster than boys.	3. Compensate for growth differences by having different games.
4. Poor posture is prevalent among the students.	4. Concentrate on activities to strengthen long muscles that will aid in maintaining good posture.
5. Small muscles are developing.	5. All activities that will help in the development of smaller muscles.
NEUROMUSCULAR	
1. The hand and eye co-ordination is developing.	1. Develop catching and throwing games more fully.
2. Reactions and speed are constantly improving	2. Games can be faster and less time spent on proceedures.
3. Small muscles have developed more.	3. Use of standard equipment
4. Co-ordination developing rapidly	4. Higher skill games and dances can be used.
SOCIAL AND EMOTIONAL	
1. Child wants to achieve	1. He should meet some measure of success
2. Child is hero-worshipper	2. Teacher is center of this worship and must set a good example
3. Child is ego-centric	3. He demands individual attention.
4. Girls are tomboyish	4. Will mix easily with boys

SOCIAL AND EMOTIONAL (cont)

5. Child is a hard loser--likes to win all of the time.	5. Should learn to win and lose graciously.

MENTAL

1. Attention span is longer	1. More details and rules can be given to the background of activities, leadership; learn health attitudes
2. More co-operative	2. Responsibilities can be issued and team work emphasized
3. Ability to analyze has increased	3. Children shall begin to think before they react.

SPECIFIC OBJECTIVES

PHYSICAL

1. Develop strength and endurance in activities.
2. Continue growth in height and weight
3. Insure proper growth of lung and heart in relation to body.
4. Develop good posture.
5. Continue increasing in growth of large muscles
6. Develop growth and co-ordination of the small muscles.
7. Increase agility.

SOCIAL - EMOTIONAL

1. Help children to win and lose graciously
2. Learn to gain confidence in oneself.
3. Create desire for co-operation
4. Increase independence
5. Give constructive critism to eliminate hard feelings from critical talk.
6. Learn proper moral conduct
7. Learn to accept majority of choices graciously
8. Learn to accept agreed-upon rules and abide by them.
9. Learn to play without teasing one another.

10. Learn to accept responsibility

11. Learn to help one another when participating in activities

12. Learn to enlarge circle of friendship

MENTAL

1. Learn to take part in and become more efficient in skills

2. Learn group team games and individual games of higher organization by reading directions.

3. Learn understanding and appreciation of activities.

4. While performing student appreciate his physical capabilities but know and accept his limitations.

5. Know how to analyze skills already learned in order to recognize causes of faculty performance.

6. Develop knowledge of good health habits.

7. Learn and abide by the safety rules.

8. Appreciate dance and games.

9. Understand rules taught in activities.

NEUROMUSCULAR - GRADE 5

A. Develop skills involving body control
   1. Those already learned should be improved with special emphasis on the ones that give trouble. Ability should be developed to adapt skills learned to better game playing.'
   2. Improve oneself to the degree that one can meet the large class and individual competition with which he will be confronted when entering junior high school.

B. Develop Skills Involving Handling of Equipment
   1. Those already learned should be improved to the degree that correct handling of equipment is automatic.
   2. Learning how to analyze skills already learned in order to recognize causes of faulty performance.
   3. Knowing how to play majority of games of low organization, team games and individuals and dual sports listed under activities for Fifth Grade.

C. Develop Skills Involving Rhythm
   1. Create a dance to recorded music by dividing into small groups, each representing a note value.
   2. Perform folk dances representative of different countries
   3. Perform mixer folk games in party situations, doing them well enough to have fun.
   4. Being able to select a partner and dance well enough to enjoy the two-step, waltz, jitterbug, polka, fox trot.

NEUROMUSCUALR - GRADE 5 (Cont)

5. Know how to do well the majority of the singing games, folk dances, square dances and social dances recommended for specific grade levels.

D. Develop Skills Involving Stunts and Self-Testing Activities
   1. Perform all stunts learned in previous grades.
   2. Doing with fair skill stunts for Grade 5
      - Forward and Backward Roll Combinations
      - Head Stand Variations
      - The Cartwheel
      - Turn - Over
      - Hand Stunts
      - Shoulder Roll
      - Fish Hawk Dive
      - Sit-up
      - Skier's Sit
      - Crazy Walk
      - Seal Slap
      - Rocking Horse
      - Heel Click-Side
      - Scooter
      - Double Scooter
      - Circular Rope Skip
      - Stiff Man Bend
      - Walk Through
      - Jump Through
      - Eskimo Ball
      - Sitting Balance
      - Tandem Bicycle
   3. Put on a stunt program
   4. Form pyramids utilizing stunts learned
   5. Run 50 yard dash
   6. Develop form in running broad, running high and hop-step step.
   7. Take part in a field day consisting of activities such as the following:
      - 50 yard dash
      - Push ups
      - Sit ups
      - Shinning
      - Jump and reach
      - baseball throw
      - high jump
      - standing broad jump
      - dash and throw
      - standing hop, step and jump

NEUROMUSCULAR - GRADE 6

A. Develop Skills Involving Body Control
   1. Those already learned should be improved with special emphasis on the ones that give trouble. Ability should be developed to adapt skills learned to better game playing.
   2. Improve oneself to the degree that one can meet the large class and individual competition with which he will be confronted when entering junior high school.

B. Develop Skills Involving Handling of Equipment
   1. Kick a soccerball a distance of 40 feet between 2 goal post 24 feet apart, 2 out of 3 trials
   2. Throw a soccer ball 25 feet from behind a restraining line with a tow-hand overhand throw
   3. Volley a ball above a 6 foot marker or line, 5 times in succession from behind a restraining line marked 5 feet from the wall
   4. Draw 3 concentric circles in the center of one side of a volleyball court with diameters of 4, 8, and 12 feet. From behind a restraining line 20 feet from net on opposite side of court, serve 5 balls over net at target with inside circle scoring 5 point; middle circle, 3 point; outside circle, 1 point; score a total of at least 7 points.
   5. Throw a basketball a distance of 40 feet boys - 25 feet girls
   6. Make 3 out of 10 free throws (foul line shortened to 12 feet)

NEUROMUSCULAR - GRADE 6

7. Throw a softball with some degree of accuracy from home plate to center field - 125 feet boys - 75 feet grils
8. From a distance of 30 feet pitch with underhand a 21 inch softball so that it will hit a target 18 inches wide, 36 inches high and 18 inches from ground - 2 out of 5 times
9. Hit a ball pitched from 30 feet, 3 out of 5 times
10. Catch a softball (12 inches) 3 out of 5 times when thrown from a distance of 125 feet boys - 75 feet girls.
11. From behind a restraining line punt a football 50 feet boys
12. Pass a football 50 feet boys.
13. With bases 40 feet apart, start at home plate and circle bases in 13 seconds - boys; 14 seconds girls.
14. Mark 5 points at equal distance apart in a semicircle 12 feet from a basketball goal. Atempt 2 shots from each point if necessary to make goal.
15. Improve skills learned so that correct handling of equipment is automatic.

c. Develop Skills Involving Dance Movements
   1. Scottische
   2. Polka
   3. Hop, Skip
   4. Walk, Run
   5. Waltz
   6. Two Step
   7. Fox trot
   8. Jitterbug

SPECIFIC NEUROMUSCULAR SKILLS TO BE LEARNED FOR BASKETBALL

FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
1. Passing Chest or Push Baseball Bounce Underhand One hand' Two hand	1. Passing One handed push All passes to moving target	1. Passing Two hand overhead Long passes
2. Catching Above waist Below waist	2. Catching while moving	
3. Shooting Two handed chest Lay-up, right and left	3. Shooting One hand push Free throws	3. Shooting - one hand jump
4. Dribbling Standing and Moving Down and back Right and left hand	4. Dribbling Figure eight Pivoting	4. Dribbling Practice with eyes closed
	5. Guarding	5. Stopping Parallel stop Stride stop Three man weave

SPECIFIC MENTAL SKILLS TO BE LEARNED FOR BASKETBALL

FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
1.Rules Dribbling Violations Dribbling Traveling Out of bounds	1. Rules Held Ball Personal fouls Holding Hacking Charging Blocking Pushing	1. Rules Conducting the game Officiating

SPECIFIC NEUROMUSCULAR SKILLS TO BE LEARNED FOR SOCCER

1. Instep Kick	1. Heel Kick	1. Kicking Goals
2. Side of Foot Kick	2. Outside Foot Kick	2. Kick-Off (place kick)
3. Toe Kick	3. Dribbling	3. Punt
4. Toe Trap	4. Knee Trap	4. Volleying
	5. Foot Trap	5. Heading
	6. Passing	

SPECIFIC MENTAL SKILLS TO BE LEARNED FOR SOCCER

1. Simple Rules	1. Ball Control and Passing	1. The Game of Soccer
		2. Team Play and Rules

SPECIFIC NEUROMUSCULAR SKILLS TO BE LEARNED FOR SOFTBALL

1. Throwing Gripping the ball Overhand Throw Underhand Throw Practice around the bases	1. Throwing Throw-in from outfield	1. Continued practice
2. Catching & Fielding Catching thrown balls Catching fly balls Grounders Fielding grounders in infield Sure stop for out field	2. Catching & Fielding Catching Flies from fungo batting Infield practice	2. Flies and infield practice
3. Batting Fungo Hitting Continued practice	3. Batting Different positions at plate	3. Tee batting bunting
4. Fielding Posisions Infield practice How to Catch	4. Fielding positions Infield positions Backing up other players	4. Fielding positions Double play
5. Base Running To first base To first base and turning Circling the base	5. Base running Getting a good start off base Tagging up on fly ball	5. Base running Sacrifice

SPECIFIC NEUROMUSCULAR SKILLS TO BE LEARNED FOR SOFTBALL (CONT.)

FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
6. Pitching Simple underhand Application of pitching rule	6. Pitching Target pitching	6. Pitching Curve, drop, slow pitches
	7. Coaching at bases	

SPECIFIC MENTAL SKILLS TO BE LEARNED FOR SOFTBALL (RULES)

1. Strike Zone	1. Infield Fly	Review all rules
2. Foul and Fair Ball	2. Keeping Score	
3. No lead-off	3. Base Running	
4. Safe and out		
5. Pitching rule position		
6. Illegal Pitches		
7. Foul Tip		
8. Bunt Rule		
9. When the batter is safe or out		

SPECIFIC NEUROMUSCULAR SKILLS TO BE LEARNED FOR VOLLEYBALL

1. Serve-Underhanded	1. Chest Pass	1. Set Up
2. Simple Return	2. Underhand Pass	2. Spiking
		3. Blocking

SPECIFIC MENTAL SKILLS TO BE LEARNED FOR VOLLEYBALL

1. Simple Rules Rotating	1. Basic Game Rules	1. Game Strategy 2. Additional Rules

SPECIFIC NEUROMUSCULAR SKILLS TO BE LEARNED FOR TRACK AND FIED

1. 40 Yard dash	1. 50 Yard dash	1. 60 Yard dash
2. Sprinter's start	2. Sprinter's start	2. Sprinter's start
3. Running broad jump	3. Running broad jump	3. Baton passing
4. Standing broad jump	4. Standing broad jump	4. Relays
	5. High jump	5. Running broad jump
	6. Low Hurdle run	6. Standing broad jump
		7. High jump
		8. Hop, step and jump

PROGRAM OF ACTIVITIES

GRADE 5

DANCE

A. Singing Games
  1. Camptain Jinks
  2. Cedar Swamp
  3. O Susanna
  4. Shoo Fly
  5. Sourwood Mountain
  6. For He's a Jolly Good Fellow

B. Fundamental Rhythms
   1. Walking, bending, striking, pushing
   2. Bending, stretching, twisting
   3. Climbing, pushing, lunging, twisting
   4. Running, turning, jumping, leaping, swinging, galloping, lifting, wrestling, hopping

C. Creative Rhythms
   1. Movement to Poems and Rhymes
      a. My Funny Umbrella
      b. Snowstorm
      c. Raining
   2. Movements to Ideas and Stories
      a. Columbus finds a new world
      b. The Pilgrims come to Massachusetts
      c. The California gold rush
      d. Frontier life
      e. Life in Canada, Hawii, Alaska or the Latin America countries
      f. Aladdin and the wonderful lamp
      g. A midnight lion hunt
      h. The king's stilts
      i. The color wheel
      j. Mining coal
      k. Summer camp

D. Dances
   1. Schottische
   2. Schottische Mixer
   3. Horse and Buggy Schottische
   4. Horse and Buggy Schottische Mixer
   5. Ace of Diamonds
   6. Heela dn Toe Polka
   7. Klappdana
   8. Come Let Us Be Joyful
   9. Seven Jumps
   10. Sicilian Circle
   11. La Raspa
   12. Narcissus
   13. Crested Hen
   14. Dutch Couples
   15. Finish Reel
   16. Patty Cake Polka
   17. Sellenger's Round
   18. Skobodansen
   19. Virginia Reel

STUNTS AND TUMBLING

A. Non-Apparatus
   1. Forward and Backward Roll Combinations
   2. Head Stand Variations
   3. The Cartwheel
   4. Turn - Over
   5. Wand Stunts
      Wand Whirl
      Twist Under
      Jump Stick
      Wand Juggle
   6. Shoulder Roll
   7. Fish Hawk Dive
   8. Sip-up (Modified)
   9. Skier's Sit
   10. Crazy Walk
   11. Seal Slap
   12. Rocking Horse
   13. Heel Click - Side
   14. Scooter
   15. Double Scooter
   16. Circular Rope Skip
   17. Stiff Man Bend
   18. Walk Through
   19. Jump Through
   20. Eskimo Roll
   21. Sitting Balance
   22. Tandem Bicycle

B. Apparatus
  1. Horizontal Ladder
    a. Corkscrew Hang
    b. Chin
    c. Hip Pull-Over
    d. Travels

  2. Rope Climbing
    a. Scissors Grip
    b. Leg Around Rest
    c. Climbing Using the Scissors Grip
    d. Descending
    e. Climbing without use of feet

TEAM SPORTS

A. Basketball
  1. Basketball Toss Up
  2. Captain Ball I
  3. Progressive Dodge Ball
  4. Six Hole Basket Ball
  5. Soccer Keep Away
  6. Dribbling, Passing and Shooting Drills
  7. Side Line Basketball
  8. Twenty One
  9. Around the Key

B. Soccer
  1. Rotation Soccer
  2. Circle Soccer
  3. Square Soccer
  4. Kicking and position Drills
  5. Dribble Call Ball
  6. Line Soccer
  7. Three Line Soccer

C. Softball
  1. Ante Over
  2. Playground Ball
  3. Plug
  4. Throwing, Batting and Catching Drills
  5. Baserunning Drills
  6. Five Hundred
  7. Bat Ball
  8. Home Run
  9. Kick Pin Softball
  10. Scrub (Work-up)

D. Volleyball
  1. Featherball
  2. One Bounce Keep It Up
  3. Vis-A=Vis
  4. Keep It Up
  5. Wall Volley
  6. Cage Volleyball
  7. Volleyball

TRACK AND FIELD

1. Spring - 50 yards
2. Standing Broad Jump
3. Running Broad Jump
4. Shot Put- Soft Ball
5. High Jump
6. Distance Running - 440 yard run and walk
7. Low Hurdle Run
8. Passing baton

PROGRAM OF ACTIVITIES

GRADE 6

DANCE

A. Singing Games
  1. Wait for the Wagon
  2. Pig in the Parlor

B. Fundamental Rhythms
  1. Review Grades previous
  2. Schottische
  3. Polka
  4. Hop, Skip
  5. Walk, Run

C. Creative Rhythms
  1. Movement to Poems and Rhymes
    a. The Song of the Robin
    b. There Was a Crooked Man
    c. My Shadow
    d. Snowflakes
    e. A Farmer Went Riding
  2. Movement to Songs
    a. Oh Susanna
    b. Frog Went A-Courtin'
    c. The Animal Fair
    d. Lullaby and Good Night
    e. Halloween Visitor
    f. The Planets
    g. Song of the Breezes
    h. Who Has Seen the Wind
    i. Lightly Row
    j. Indian Summer
    k. The Skaters

D. Dances
  1. French Reel
  2. Ribbon Dance
  3. Minuet
  4. Irish Long Dance
  5. Sicilian Circle
  6. Rye Waltz
  7. The Waltz
  8. Little Man in a Fix
  9. Spanish Circle
  10. Badger Gavotte
  11. Lili Marlene
  12. Brown-Eyed Mary Mixer
  13. Varsouvienne
  14. Varsouvienne Mixer
  15. Teton Mountain Stomp
  16. On Johning, Oh
  17. My Little Girl
  18. Hot Time

STUNTS AND TUMBLING

A. Non-Apparatus
  1. The Pretzel
  2. Front Seat Support
  3. Elbow Balance
  4. Long Reach
  5. High Dive
  6. The Bouncer
  7. Knee Jump to Standing
  8. Wrestler's Bridge
  9. Toe Jump
  10. V-Up
  11. Dive Forward Roll
  12. Hand Stand
  13. Forearm Head Stand
  14. Knee Walk
  15. Jack Knife
  16. Heel Toe Spring
  17. Three Man Roll
  18. Partner Support Stunts
    Knee and Shoulder Balance, Press
    The Angel, Side Stand

B. Apparatus
  1. Horizontal Ladder Stunts
    a. Jumping on the Side Rails
    b. Hand Jumping
    c. Flexed Arm Hang
    d. Jump and Chin
    e. Monkey Crawl
    f. Bean Bag Carries
  2. Rope Climbing
    a. Swinging and Vaulting
    b. Organize a Tarzan Club
    c. Straight Arm Hang
    d. Bent Arm Hang
    e. Pull-U
    f. Inverted hangs from three positions
    g. The Reverse (Skin the Cat)

Team Sports

A. Basketball
  1. One Goal Basketball
  2. Five Passes
  3 Basketball Snatch Ball
  4. In the Pot
  5. Three on Three
  6. Nine Court Basketball
  7. Pin Basketball
  8. Tally Basketball

B. Soccer
  1. Zone Soccer (Co-ed)
  2. Regular Soccer
  3. Modified Speed Ball
  4. Alley Soccer
C. Softball
  1. Tee Ball
  2. Twice Around
  3. Far Base Softball
  4. Hurry Baseball
  5. Three Team Softball
  6. Base Circling Contest
  7. Rollies at the Bat
  8. Work Up
  9. Hit Pin Baseball
D. Volleyball
  1. Set-Up Newcomb
  2. Three-and-over
  3. Keep it Up
  4. Feather ball
  5. One Bounce

TRACK AND FIELD

1. 60 yard dash
2. Sprinter's start
3. Baton passing
4. Relays
5. Running broad jump
6 Standing broad jump
7. High jump
8. Hop, step and jump

PROGRAM SCHEDULE
FOR
36-WEEK SCHOOL YEAR

GRADE 5

40% Team Sports - 30% Stunts and Tumbling - 30% Dance

FALL

1st Week	Organization and Physical Fitness Test (California)
2nd Week	Team Sports - Softball
3rd Week	Team Sports - Track and Field
4th Week	Team Sports - Soccer
5th Week	Stunts and Tumbling - Non-apparatus
6th Week	Dance - Fundamental and Creative Rhythms
7th Week	Team Sports - Track and Field
8th Week	Stunts and Tumbling - Nonapparatus
9th Week	Dance - Folk and Social Dances

Winter (Early)

1st Week	Team Sports - Soccer
2nd Week	Team Sports - Basketball
3rd Week	Dance - Social and Square Dance
4th Week	Stunts and Tumbling - Apparatus
5th Week	Stunts and Tumbling - Apparatus ;and Non-apparatus
6th Week	Team Sports - Volleyball
7th Week	Team Sports - Basketball
8th Week	Dance - Fundamental and Creative Rhythms
9th Week	Team Sports - Volleyball

WINTER (Late)

1st Week	Dance - Folk Dances
2nd Week	Stunts and Tumbling - Apparatus
3rd Week	Stunts and Tumbling - Non-apparatus
4th Week	Team Sports - Basketball
5th Week	Team Sports - Volleyball
6th Week	Dance - Fundamental and Creative Rhythms
7th Week	Dance - Square and Social Dance
8th Week	Team Sports - Basketball
9th Week	Team Sports - Softball

SPRING

1st Week	Stunts and Tumbling - Non Apparatus
2nd Week	Dance - Fold and Social Dance
3rd Week	Team Sports - Softball
4th Week	Team Sports - Tracka nd Field
5th Week	Team Sports - Soccer
6th Week	Stunts and Tumbling - Apparatus
7th Week	Team Sports - Soccer and Track and Field
8th Week	Dance - Social, Folk and Square
9th Week	Evaluation and physical fitness test (California)

PROGRAM SCHEDULE
FOR
36-WEEK SCHOOL YEAR

GRADE 6

50% Team Sports, 25% Dance, 25% Stunts and tumbling

FALL

1st Week	Organization and Physical Fitness Test (California)
2nd Week	Team Sports - Softball
3rd Week	Team Sports - Soccer
4th Week	Stunts and Tumbling - Non-apparatus
5th Week	Stunts and Tumbling - Apparatus
6th Week	Team Sports - Track and Field
7th Week	Team Sports - Track and Field
8th Week	Dance - Social and Folk Dances
9th Week	Dance - Fundamental Rhythms and Creative Rhythms

WINTER (Early)

1st Week	Team Sports - Soccer
2nd Week	Team Sports - Basketball
3rd Week	Stunts and Tumbling - Non-apparatus
4th Week	Dance - Fundamental and Creative Rhythms
5th Week	Team Sports - Basketball
6th Week	Team Sports - Volleyball
7th Week	Stunts and Tumbling - Apparatus
8th Week	Dance - Fundamental and Creative Rhythms
9th Week	Team Sports - Basketball

WINTER (Late)

1st Week	Team Sports - Team Sports - Basketball
2nd Week	Dance - Folk and Social
3rd Week	Dance - Square
4th Week	Team Sports - Volleyball
5th Week	Team Sports - Volleyball
6th Week	Stunts and Tumbling - Apparatus
7th Week	Stunts and Tumbling - Non-apparatus
8th Week	Team Sports - Softball
9th Week	Team Sports - Soccer

SPRING

1st Week	Team Sports - Softball
2nd Week	Team Sports - Track and Field
3rd Week	Stunts and Tumbling - Apparatus
4th Week	Dance - Social
5th Week	Team Sports - Soccer
6th Week	Team Sports - Softball
7th Week	Stunts and Tumbling - Non-apparatus
8th Week	Team Sports - Track and Field
9th Week	Evaluation and Testing (California)

GRADES 5 - 6

EVALUATION

PHYSICAL

1. Was there a development of strength and endurance in activities?
2. Is there a continuation of growth in height and weight?
3. Did the heart and lung grow in relation to the body?
4. Has good posture developed?
5. Is there a continuation of growth of the large muscles?
6. Did the Intermediate Students develop growth and coordination of the small muscles?
7. Has the students agility increased?

SOCIAL - EMOTIONAL

1. Do the children win and lost graciously?
2. Have they gained confidence in themselves?
3. Do they cooperate?
4. Do they demonstrate increased independence?
5. Do they accept constructive critism pleasantly?
6. Is their moral conduct good?
7. Have they learned to accept the majority of choices graciously?
8. Have they learned to accept agreed-upon rules and abide by them?
9. Do they play without teasing one another?
10. Do they accept responsibility?
11. Do they help each other when participating in activities?
12. Have they enlarged their circle of friendship?

MENTAL

1. Have they learned to take part in the become more efficient in skills?
2. Have they learned group team games and individual games Of higher organization by reading directions?
3. Have they learned to understand and appreciate activities?

MENTAL (Cont)

4. During performance do the students appreciate their physical capabilities but understand their limitations?
5. Do they know how to analyze skills already learned in order to recognize causes of faulty performance?
6. Have they developed habits in good health?
7. Have they learned and do they abide by the safety rules?
8. Do they appreciate dance and games?
9. Do they understand rules taught in each team sport?

GRADE 5

EVALUATION

NEUROMUSCULAR OBJECTIVES

Have Fifth Graders developed skills involving: Body Movements, Handling of Equipment, in the following Team Sport Activities?

BASKETBALL

1. Can they pass? (one handed push, all passes to moving target)
2. Can they catch while moving?
3. Can they shoot? (one hand push and free thros)
4. Can they dribble? (figure eight, pivot)
5. Can they guard?
6. Have they mastered fourth grade skills?

SOCCER - Can They

1. Heel kick
2. Outside foot kick
3. Dribble
4. Knee trap
5. Foot trap
6. Pass

SOFTBALL Can They

1. Throw (in from outfied, side arm throw)
2. Catch and Field (flies from fungo batting, infield)
3. Bat in different positions
4. Field (infield, back up other players)
5. Base run (get a good start off base, tag up on fly ball)
6. Pitch
7. Coach all bases

VOLLEYBALL

1. Can they chest pass?
2. Can they understand pass?

TRACK AND FIELD - Can they

1. 50 yard dash
2. Sprinter's start
3. Running broad jump
4. Standing broad jump
5. High jump
6. Low Hurdle run

Have Fifth Graders developed skills involving Rhythms?

1. Can they create a dance to recorded music?
2. Perform folk dances of different countries
3. Perform mixer folk games
4. Do the two-step, waltz, jitterbug, polka, fox trot
5. Know how to do well the majority of the singing games, folk dances square dances and social dances?

Have Fifth Graders developed skills involving stunts and self-testing?

1. Can they perform all stunts learned in previous grades

2. Can they do the majority of the following? Forward and backward roll, head stand variations, cartwheel, turn over, wand stunts, shoulder roll, fish hawk dive, sit-up, skier's sit, crazy walk, seal slap, rocking horse, heel click - side, scooter, double scooter, circular rope skip, stiff man bend, walk through, jump through, eskimo roll, sitting balance, and tandem bicycle?

3. Put on a stunt program

4. Form pyramids utilizing stunts learned

GRADE 6

EVALUATION

NEUROMUSCULAR OBJECTIVES

Have Sixth Graders developed skills involving: Body movements, Handling of equipment, in the following Team Sport Activities?

BASKETBALL

1. Can they pass (two hand overhead, long)
2. Shoot? (one hand jump)
3. Dribble (Practice with eyes closed)
4. Stop (Parallel stop, stride stop, three man weave)
5. Play a modified game utilizing all skills taught previously?

SOCCER - Can they

1. Kick goals
2. Kick-off
3. Punt
4. Volley
5. Head

SOFTBALL

1. Can they do the previously taught skills
2. Catch flies infield
3. Can they tee bat and bunt
4. Can they handle their field positions and a double play
5. Can they base run and sacrifice
6. Can they pitch (curve, drop, slow)

VOLLEYBALL

1. Can they set up
2. Can they spike
3. Can they block

TRACK AND FIELD - can they

1. Do the 60 yard dash
2. Do the sprinter's start
3. Baton pass
4. Relay
5. Running broad jump
6. Standing broad jump
7. High jump
8. Hop, step and jump

Have Sixth Graders developed skills in Dance Movements?

1. Schottische
2. Polka
3. Hop, Skip
4. Walk, run
5. Waltz
6. Two step
7. Fox trot
8. Jitterbug

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GRADES 7 - 8

PHYSICAL CHARACTERISTICS	NEEDS AND IMPLICATIONS FOR PHYSICAL EDUCATION
1. Rapid growth that is disproportionate producing awkardness.	1. Provide activities which stimulate muscular growth; strength and endurance.
2. Girls reach physical maturity with manifestations of sex changes one or two years earlier than boys.	2. Include some co-educational activities but allow for separation in rough contact games
3. Growth of heart and lungs lags behind growth of musculature And skeleton causing proneness to tiring easily and periods of energy followed by periods of lethargy.	3. Avoid conduct of strenuous acitvities for a prolonged time intesperse rest periods or more sedentary activities.
4. Rate of growth varies greatly for each individual resulting in extreme differences in height and weight.	4. Give special attention to acitvities involving strength and muscular development. Provide a variety of activities so that all may experience success. Avoid testing against absolute standards.
5. Boys are faster and stronger than girls	5. Sexes should be segregated for part of their activities
6. Boy hands and feet are oversized	6. Develop skeletal muscles by means of activities that demand there use.

NEUROMUSCULAR CHARACTERISTICS	NEEDS AND IMPLICATIONS FOR PHYSICAL EDUCATION
1. Increase in co-ordination continues. Some children show difficulty in motor ability due to rapid growth	1. Encourage participation in activities with new and increasing skills.
2. Hand-eye co-ordination is good	2. Learning of many skills
3. React on time much better	3. Team play in fast moving games

SOCIAL AND EMOTIONAL CHARACTERISTICS	NEEDS AND IMPLICATION FOR PHYSICAL EDUCATION
1. Loyalty to team, clubs, and gang is strong	1. Provide group activities in class and promote leisure time group activities
2. Increasing interest in personal appearance.	2. Motivation for posture, grooming.

3. Emotional instability.	3. Increased responsibilities as squad leaders, captains, officials will provide experiences to become more self-directive.
4. Desire for excitement and adventure	4. Games of courage, progressive activities such as Tumbling
5. Strong concern for group recognition and approval	5. Emphasize achievements of all the students, encourage and give special aid to students having difficulties.
6. Gain satisfaction from ability to achieve	6. Variety of activities in which success can be met.
7. Interest in own sex gradually evolving into hetersexual interest	7. Provide co-educational activities that will develop understanding and appreciation of the opposite sex.
8. Show drastic behavior such as aggressive, argumentative, docile, defiant, boisterous or rebellious.	8. Use team games to develop cooperation: let students help frame rules which govern the participation of all.
9. Peer acceptance is dependent on the ability to develop some skill or ability	9. Encourage all students to take some part in a varied program.

INTELLECTUAL CHARACTERISTICS	NEED AND IMPLICATIONS FOR PHYSICAL EDUCATION
1. Further increase attention span	1. Activities can demand more knowledge in rules, strategy and individual sports can be included in the program.
2. Improvement in ability to make intelligent decisions	2. Increase in responsibilities as captains, squad leaders,etc.
3. Understand game rules and techniques	3. Increasing complexity of games
4. Understands safety rules	4. Discuss safety rules and procedures for activities.

SPECIFIC OBJECTIVES

GRADES 7 - 8

PHYSICAL

1. Develop and maintain size and strength of muscles
2. Increase and maintain muscular and cardio-respiratory endurance
3. Provide organic stimulation through activities in order to carry on proper body function.
4. Provide stimulation of sensory system
5. Aid in good posture habits and development
6. Develop ability to relax and avoid over-exertion
7. Assist in providing for normal growth and development.

SOCIAL AND EMOTIONAL

1. Develop character and personality traits: honesty, fair play, loyalty, and good sportsmanship
2. Develop leadership qualities: initiative, cooperation, quickness of decision, fairness and judgement, and vision and imagination
3. Develop social attitudes: toward individuals of different color, race and creed; toward good citizenship toward community service
4. Develop emotional control and the ability to get along with others
5. Encourage all students to participate and bring out the overly shy person.

MENTAL

1. Learn rules and strategy of games
2. Gain a knowledge of first-aid procedures and safety rules
3. Develop proper attitudes toward general health; health habits, proper living, and health knowledge
4. Gain knowledge of etiquette in certain game situations
5. Broaden mental capacity
6. Gain a knowledge of regulations governing meets, tournaments, and other athletic events
7. Develop an aesthetic appreciation of physical education
8. Develop acceptance and promotion of leadership.

SPECIFIC OBJECTIVES

GRADE 7

NEUROMUSCULAR

Team Sports

1. Soccer
    a. Intermediate Grade Skills
    b. Kick
    c. Trap
    d. Deflect

2. Volleyball
    a. Intermediate Grade Skills
    b. Serve
    c. Screen
    d. Volley

3. Softball
    a. Intermediate Grade Skills
    b. Bunt
    c. Slide
    d. Field - fly and ground ball

4. Basketball
    a. Shoot
    b. Pass
    c. Dribble

5. Track and Field
    a. 20-yard dash
    b. 30-yard dash
    c. 40-yard dash
    d. 50-yard dash
    e. Shuttle relay - 20 yards
    f. Short spring relays
    g. Pursuit relays
    h. Base run
    i. Hurdle race
    j. Hop, step, and jump
    k. Walk for speed and form

Self-Testing Activities - Stunts and Tumbling

1. Bear Dance
2. Human Knot
3. Heel Knock
4. Frog Dance
5. Kiss your Knees
6. Deep Squat
7. Top
8. Shoulder Rest
9. Jumping Jack
10. Duck Walk
11. Ankle Roll
12. Twister
13. Rocking Horse
14. Stump Walk
15. Chair Creeper
16. Body Reach
17. Fish Hawk Dive
18. Horizontal Balance
19. Tip-Up
20. Knee Dip
21. Cartwheel
22. Stagger Walk
23. Forward and Backward Roll Combinations
24. Indian Wrestle

Swimming
1. Simple elements of swimming
2. Crawl stroke - flutter kick and floating
3. Beginning diving
4. Swim width of pool
5. Jump into deep water
6. Plain front dive
7. Float on back
8. Beginning side stroke
9. Beginning back stroke

SPECIFIC OBJECTIVES

GRADE 8

NEUROMUSCULAR

Team Sports
1. Soccer - be able to:
   a. Play a modified game
   b. Kick
   c. Trap
   d. Head

2. Volleyball - be able to:
   a. Play a modified game
   b Serve
   c. Pass
   d. Set-up

3. Softball - be able to:
   a. Play a modified game
   b. Bat
   c. Base run and slide
   d. Pitch for accuracy

4. Basketball - be able to:
   a. Play a modified game according to Girls Rules
   b. Shoot
   c. Pass
   d. Dribble

5. Track and Field - accomplish with accuracy:
   a. Running events
   b. Broad jump
   c. High jump
   d. Shot put
   e. Shuttle relay 30 yards
   f. Dash - 20, 30, 40, 50 yards
   g. Pursuit relays
   h. Fence vault
   i. Walk for speed and from
   j. Shuttle walking relay
   k. Hop, step, jump

STUNTS AND TUMBLING - Accomplish with Accuracy:

1. 7th Grade Stunts
2. Turk Sit and Stand
3. Crane Dive
4. Three Forward Rolls
5. Backward Roll Combination
6. Body Dive
7. Camel Walk
8. Roll over back
9. Merry-Go-Round
10. Horizontal Balance
11. Cross Dip
12. Triangle Stand
13. Head Stand
14. Floor Dip
15. Elephant Walk
16. Skin the Snake
17. Leap Frog With Forward Roll

SWIMMING - Accomplish with Accuracy:

1. Crawl stroke - combined fundamentals of good form INT.
2. Side stroke - scissors kick and arm movement. INT.
3. Back stroke - scull - proper breathing INT.
4. Tread water INT.
5. Float. INT.
6. Scull INT.
7. Slightly advanced diving - racing dive and surface dive.
8. Advanced form of crawl ADV.
9. Advanced elements in form in side stroke ADV.
10. Advanced elements in form in the back stroke. ADV.
11. Beginning elements of the breast stroke ADV.
12. Proper form in treading water ADV.
13. Proper breathing while floating ADV.

DANCE

Social
1. Know the basic fundamentals
2. Fox Trot - be able to do:
    a. Basic steps
    b. Single Lindy
    c. Shag
    d. The Shag Turns
3. Waltz - be able to do:
    a. Rhythm and Basic steps
    b. Hesitation Step - Forward and Backward
4. Tango - be able to do:
    a. Rhythm
    b. Basic step
    c. Tango step
    d. Tango Cross step

Folk - be able to do with accuracy and have fun in:
1. Harvest Frolic
2. Russian Folk Dance
3. Highland Fling
4. Oxdanson
5. The Lancers
6. Lassie's Dance II
7. Badger Gavotte
8. Come Let us be Joyful

TENNIS
1. Understand the Basic game principles and care of equipment (Also Mental Obj.)
2. Forehand grip
3. Forehand drive
4. Footwork
5. Backhand grip

DANCE

Social
1. Fundamental Social Principle, positions, lead, following and etiquette
2. Fox Trot - Basic step, forward and backward, variation forward and backward, side step, open position, dip, Jitterbug basic steps and turns.
3. Waltz - basic step, box, foward and backward, left turn and right turn.

Folk
1. Highland Schottische
2. Old Dan Tucker
3. Rye Waltz
4. Sailor*s Hornpipe
5. Irish Lilt
6. Tantoli
7. The Ball Game
8. Russian Scherr
9. The Girl I Left Behind Me
10. Harvest Frolic

PERCENTAGES OF ACTIVITIES FOR GRADE 7

Team Sports	50%
Stunts & Tumbling	10%
Swimming	20%
Dance	20%

YEAR SCHEDULE

1. Organization and Testing
2. Softball
3. Softball
4. Stunts and Tumbling
5. Dance
6. Soccer
7. Soccer
8. Swimming
9. Swimming

10. Track and Field
11. Volleyball
12. Stunts and Tumbling
13. Dance
14. Basketball
15. Basketball
16. Dance
17. Swimming
18. Swimming

19. Volleyball
20. Volleyball
21. Dance
22. Dance
23. Basketball
24. Stunts and Tumbling
25. Swimming
26. Swimming
27. Track and Field

28. Soccer
29. Soccer
30. Stunts and Tumbling
31. Dance
32. Swimming
33. Swimming
34. Softball
35. Softball
36. Evaluation and Testing

PROGRAM OF ACTIVITIES

GRADE 7

GIRLS

TEAM SPORTS

1. Soccer
   - a. Kicking drill
   - b. Trapping drill
   - c. Deflection drill

2. Volleyball
   - a. Serving drill
   - b. Screening drill
   - c. Volleying drill

3. Softball
   - a. Bunting
   - b. Sliding
   - c. Fielding
     - 1. Fly Ball
     - 2. Ground Ball

4. Basketball
   - a. Shooting Drill
   - b. Passing Drill
   - c. Dribbling Drill

5. Track and Field
   - a. 20 yard dash
   - b. 30 yard dash
   - c. 40 yard dash
   - d. 50 yard dash
   - e. Shuttle relay (each girl to run 20 yards)
   - f. Relays - short sprints
   - g. pursuit relays
   - h. Base running
   - i. Hurdle race
   - j. Hop, step and jump
   - k. Walking for speed and form
   - l. Shuttle walking relay

SELF-TESTING ACTIVITIES

1. Stunts and Tumbling
   - a. Bear Dance
   - b. Human Knot
   - c. Heel Knock
   - d. Frog Dance
   - e. Kiss your knees
   - f. Deep squat
   - g. Top
   - h. Shoulder Rest
   - i. Jumping Jack
   - j. Duck Walk
   - k. Ankle Roll
   - l. Twister
   - m. Rocking Horse
   - n. Stump Walk
   - o. Chair Creeper
   - p. Body Reach
   - q. Fish Hawk Dive
   - r. Horizontal Balance
   - s. Tip-up
   - t. Knee Dip
   - u. Cartwheel
   - v. Stagger Walk
   - w. Forward and backward Roll Combinations
   - x. Indian Wrestle

1. Simple elements of swimming, such as ducking with the eyes open, breathing and exhaling, squat floating, face floating, leg kicking, arm stroking, and combined arm and leg motions - BEGINNER

2. Introduction of the crawl stroke through such things as face floating, beginning flutter kick, face floating and flutter kicking, face floating and arm movement, and arm movements and the flutter kick - BEGINNER

3. Diving, beginning with a dive from a sitting position, and then a standing dive from the side of the pool - BEGINNER

4. Attempting to swim the width of the pool _ BEGINNER

5. Jumping into deep water - BEGINNER

6. Plain front dive from the side of the pool - BEGINNER

7. Floating on the back-BEGINNER

1. Continuation of the elements of the crawl stroke, such as face floating, leg kicking while holding to the side of the pool, bobbing with the proper breathing, and combining the fundamentals for good form. - INTERMEDIATE

2. Beginning the side stroke - INTERMEDIATE

3. Beginning the back stroke - INTERMEDIATE

4. Slightly advanced diving using the plain front dive from the board, racing dives, and surface dives - INTERMEDIATE

DANCE

Social
1. Social Dance Fundamentals
    a. Principles
    b. Dance Positions
    c. Leading, lead indications
    d. Following
    e. Etiquette on the Dance Floor

2. Fox Trot
    a. Review Basic Step
    b. Basic step forward
    c. Basic step backward
    d. Variation forward
    e. Variation backward
    f. Side step
    g. Open position
    h. Dip
    i. Jitterbug step basic review
    j. Jitterbug (Gentlemen's part)
    k. Ladies' part
    l. Turn back (ladies and gents)
    m. Clockwise Turn
    n. Counterclockwise turn

3. Waltz
    a. Review basic Waltz step
        1. box
        2. forward
        3. backward
    b. Waltz Basic left turn
    c. Waltz basic right turn

Folk
1. Highland Schottische
2. Old Dan Tucker
3. The Waltz
4. Sailor's Hornpipe
5. Irish Lilt
6. Tantoli
7. The Ball Game
8. Russian Scherr
9. The Girl I Left Behind Me
10. Harvest Frolic

PERCENTAGES OF ACTIVITIES FOR GARDE 8

Team Sports	50%
Stunts & Tumbling	10%
Swimming & Tennis	30%
Dance	10%

YEAR SCHEDULE

1. Organization and Testing
2. Softball
3. Softball
4. Tennis
5. Tennis
6. Soccer
7. Soccer
8. Swimming
9. Swimming

10. Track and Field
11. Volleyball
12. Stunts and Tumbling
13. Dance
41. Basketball
15. Basketball
16. Dance
17. Swimming
18. Swimming
19. Volleyball
20. Volleyball
21. Stunts and Tumbling
22. Stunts and Tumbling
23. Basketball
24. Dance
25. Swimming
26. Swimming
27. Track and Field

28. Soccer
29. Soccer
30. Stunts and Tumbling
31. Swimming - Evaluation
32. Tennis
33. Tennis
34. Softball
35. Softball
36. Evaluation and Testing

PROGRAM OF ACTIVITIES

GRADE 8

GIRLS

TEAM SPORTS

1. Soccer
   a. Play the game
   b. Kicking drill
   c. Trapping drill
   d. Heading drill

2. Volleyball
   a. Play the game
   b. Serving drill
   c. Passing drill
   d. Set-up drill

3. Softball
   a. Play the game
   b. Batting practice
   c. Practice techniques of base running and sliding
   d. Practice pitching for accuracy

4. Basketball
   a. Play the game
   b. Shooting drill
   c. Passing drill
   d. Dribbling drill

5. Track and Field
   a. Running events
   b. Broad jump
   c. High jump
   d. Shot put
   e. Shuttle relay 30 yards
   f. Dash - 20, 30, 40, 50 yards
   g. Pursuit relays
   h. Fence vault
   i. Waling for speed and form
   j. Waling shuttle relay
   k. Hop, step, jump

SELF-TESTING ACTIVITIES

Stunts and Tumbling

1. Review 7th Grade Stunts
2. Turk sit and stand
3. Crane dive
4. three forward rolls
5. Backward roll combination
6. Body dive
7. Camel Walk
8. Roll over back
9. Merry-Go-Round
10. Horizontal Balance
11. Cross dip
12. Triangle Stand
13. Head stand
14. Floor Dip
15. Elephant Walk
16. Skin the snake
17. Leap Frog with forward roll

SWIMMING

1. Continuation of the elements of the crawl stroke, such as face floating, leg kicking while holding to the side of the pool bobbing with the proper breathing, and combining the fundamentals for good form. INTERMEDIATE
2. Beginning the side stroke by practicing the scissors kick and the arm movements
3. Beginning the back stroke by sculling, floating on the back while using the arms, and combining arm and leg movements with the proper breathing. INT.
4. Treading water. INT.
5. Floating. INT.
6. Sculling. INT.
7 Slightly advanced diving using the plain front dive from the board, racing dives, and surface dives. INT.
8. Advanced form in th crawl, such as relaxing between strokes, proper position of the head, back and shoulders; and coordination of arms, legs and breathing. ADVANCED
9. Advanced elements in form in the side stroke. ADV.
10. Advanced elements in form in the back stroke. ADV.
11. Beginning elements of the breast stroke. ADV.
12 Proper form in treading water. ADV.
13. Proper breathing while floating. ADV.

DANCE

Social
1. Review Fundamentals
2. Fox Trot
    a. review basic steps taught in 7th grade
    b. Single Lindy
    c. shag
    d. the shag turns
3. Waltz
    a. Rhythm and basic step review
    b. hesitation waltz step - forward and backward
4. Tango
    a. Rhythm
    b. basic tango step
    c. tango dip
    d. tango cross step

Folk
1. Harvest Frolic
2. Russian Folk Dance
3. Highland Fling
4. Oxiansen
5. The Lancers
6. Lassie's Dance II
7. Badger Gavotte
8. Come Let us be Joyful

TENNIS

1. Description of game
2. Equipment
3. Care of Equipment
4. Forehand grip
5. Forehand drive
6. Footwork
7. Backhand grip

EVALUATION

GRADES 7 - 8

PHYSICAL

1. Have the students developed and maintained size and strength of muscles?

2. Have the students increased and maintained muscular and cardio-respiratory endurance?

3. Have the students received organic stimulation through activities in order to carry on proper body functions?

4. Have the studnnts received stimulation of the sensory system?

5. Do the students demonstrate good posture habits and development?

6. Have the students developed the ability to relax and avoid over exertion?

7. Do the students demonstrate normal growth and development?

SOCIAL AND EMOTIONAL

1. Have the students developed these character and personality traits: Honesty, Fair Play, Loyalty and Good Sportsmanship.

2. Have the students developed leadership qualities such as: initiative, co-operation, quickness of decision, fairness and judgement, and vision and imagination?

3. Have the students developed good social attitudes toward individuals of different color, race and creed: Toward good citizenship? Toward community service?

4. Have the students developed emotional control and the ability to get along with others.

5. Do the students participate and are the particularly shy persons involved in activity?

MENTAL

1. Have the students learned the rules and strategy of games (written test)?

2. Have the students gained a knowledge of first-aid precedures and safety rules?

3. Have the students developed proper attitudes toward general health; health habits; proper living and health knowledge

4. Have the students gained knowledge of etiquette in certain game situations.

MENTAL (cont)

5. Has the mental capacity of the students been broadened?
6. Have the students gained a knowledge of regulations governing meets, tournaments and other athletic events?
7. Do the student's demonstrate an aesthetic appreciation of physical education?
8. Are the student's accepting leadership and performing as leaders?

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BOYS CURRICULUM

Physical Education thru the use of physical activities attempts to develop the children mentally, socially, morally, emotionally and physically.

GENERAL OBJECTIVES

1. Develop skills in rhythms, games, athletic activities, general gymnastics and related activities
2. Develop muscular skills (neuro) esssntial for proper living
3. Develop agility, endurance, strength, balance and coordination
4. Develop proper posture
5. Develop physical and mental health
6. Develop sportsmanship characteristic of American games
7. Develop social traits conductive to good character and citizenship
8. Develop leisure time interest

GRADES 5 - 6

CHARACTERISTICS:

1. Extremely active, easily fatigues, slow steady growth continues
2. Girls tomboyish
3. Interest in active competitive games
4. Alignment with peer groups, group and team loyality develops
5. Development of self reliance and independence
6. Conscious of personal appearance

GRADES 7 - 8

1. Rapid uneven growth, rapid increase in heart size, lack of balance, poor coordination
2. Restless, lazy, over-critical, rebellious, boisterous, aggressive
3. Desire to excel in athletics and physical skills (boys)
4. Try many new experiences

GRADES 5 - 6

NEED

1. Physical activities active rough and tumble play
2. Creativity in (Girls) rhythms
3. Team games, no pressure
4. Friends and membership in a group
5. Improve motor abilities
6. Correct posture defects

GRADES 7 - 8

1. Knowledge of the physical changes. Understanding that changes are normal. Avoid fatigue, physical activity
2. Affection - sense of humor, sympathetic understanding
3. To play well - games, skills-experience success
4. Belong to gangs organized play in groups

GRADES 5 - 6

MEANING

1. Daily physical education increase periods to 45 minutes
2. Separate girls 5th and 6th
3. Group games of high organization - relays - team games, folk dancing, square dancing
4. Stress good sportsmanship
5. Increase responsibilities (student leaders, captains, etc.)
6. Stress development of posture, poise, and personality

GRADES 7 - 8

1. Daily physical education 1 hour explanation of growth
2. Encouragement
3. Individual instructions in skill, stress skills, instruction and participation for all
4. Wide variety of activities - opportunity for every student to experience success in some social dancing-square, co-recreation activities team sports - group games. Introduction and stunts stress intra-mural sports.

RHYTHMICS

GRADES 5 - 6

All students should have opportunities to participate in and enjoy co-educational dance activities such as folk, social and creative in order to satisfy their natural urge for rhythmic expression.

1. Square Dance G & B
2. Social Dancing G & G
3. Modern Dance (G)

RHYTHMICS

GRADES 7 - 8

1 Square Dance G & B'
2. Social Dance G & B

GROUP GAMES

GRADES 5-6-7-8

Games:

Group games provide opportunity for maximum activity with minimum equipment. They are high in social value, enabling students to work together, individually or in groups. Games are available in such a wide variety, ranking from extremely active to very quiet ones, that may be selected to fit all situations. Furthermore, they may be adapted to meet local needs and fitted to available facilities. In addition to the benefits inherent in the games, there are "Lead-up" values, providing progression to more highly skilled games or sports.

1. back to back
2. Black & White
3. Bombardment
4. Broom hockey
5. Circle stride ball
6. Club snatch
7. Dodge ball
8. German Rounders
9. Hot ball
10. Kick ball
11. Line soccer
12. Long ball
13. Mail Man
14. New comb
15. Tug O'War
16. Rooster Fight

RELAYS

GRADES 5-6-7--8

Relays are simple easy to administer enjoyable, competitive team races or activities in which one team attempts to beat another team or to beat a group of teams in a similar race or activity. All players of a team must complete their task before the other team or teams complete theirs in order to win.

Relays provide opportunities for cooperation, quick thinking, fun and the application of good sportsmanship. Most relays require very little equipment and can be carried out in practically any type of playing area.

1. Arch ball relay
2. Balloon relay
3. Basketball pass and shoot
4. Chair relay
5. Crab walk
6. Duck waddle
7. Double circle pass relay
8. Under leg run and shoot
9. Under leg dribble and shoot
10. Foot dribble relay
11. Wheelbarrow relay
12. Jump relay
13. Kangaroo relay
14. Lame dog
15. Leap frog
16. Obstacle relay
17. Over and under relay
18. Simple relay around pin passing baton
19. Shuttle broad jump
20. Potato relay
21. Jump stick relay
22. Bowling pin relay

PHYSICAL FITNESS

Physical fitness is a basic objective of physical education. It is essential that all students learn to attain and appreciate a high level of physical development so that foundation skills of sports and other activities are engaged in with confidence and pleasure.

BOYS

1. Dodge run   time around 3 obstacles   156 feet
2. Pull ups
3. Sit-ups   time (30 sec.)
4. Standing verticle jump   measure in inches
5. Running verticle jump   measure in inches
6. Standing broad jump
7. Standing triple jump
8. Rope climb (20 feet)
9. Softball throw (accuracy) at target
10. Softball throw distance
11. 402 yard run

GIRLS

1. Dodge run   time around 3 obstacles   156 feet
2. Modified pull-ups
3. Sit-ups   time (30 sec.)
4. Standing verticle jump   Measure in inches
5. Running verticle jump
6. Standing broad jump
7. Standing triple jump
8. Softball throw (accuracy) at target
9. Softball throw for distance
10. 402 Yard run

TUMBLING, STUNTS, PYRAMIDS

Stunts, tumbling, pyramids are self-testing activities. They help to develop balance, coordination, flexibility, strength and endurance. They lead the student to have self confidence and to develop courage and respect for others abilities.

These activities can be very popular, but teacher must keep in mind necessary safety measures and care of equipment.

A. Individual stunts
   1. Squat hand balance
   2. Head balance
   3. Hand balance

B. Tumbling (individual)
   1. Forward roll
   2. Backward roll
   3. Cartwheel

   (dual)
   1. Double forward
   2. back to back pull-over somersault

C. Pyramids
   1. Units of 2's
   2. Units of 3's
   3. Units of 4's
   4. Units of 5's

INDIVIDUAL AND DUAL SPORTS

Each boy and girl should have an opportunity to engage in a variety of individual and dual games in addition to organized team games. There are games in which from one to four players participate. Some of these are simple, while others involve highly developed skills, Some children find greater satisfaction in these games than in games involving larger groups.

OBJECTIVES:

To offer children games which may be enjoyed throughout their lives.

To provide leisure time activities that may be enjoyed at home/clubs, etc., as well as at school.

To develop sufficient skills to know and enjoy games

To know and practice proper game etiquette.

1. Paddle Ball
   Skills - Hitting ball; coordination; quick reaction

2. Side Walk Tennis
   Skills - Hitting ball

3. Volley Tether Ball
   Skills - Batting

4. Horse Shoes - Quoits
Skills - Accuracy in pitching; eye-hand coordination

5. Paddle Tennis
Skills - Batting ball; eye-hand coordination; quick movement

6. Shuffle Board
Skills - Pushing; accuracy of eye-hand coordination

7. Rope Skipping
Skills - Pushing; accuracy of eye-hand coordination

8. Archery
Skills - Eye-hand coordination

9. Badminton
Skills - 1.Grip, 2.Swing, 3.Timing, 4.Foot work

10. Croquet
Skills - Eye-hand coordination

11. Ring Tennis
Skills - Eye-hand coordination; pitching quick movement

12. Golf
Skills - Eye-hand coordination; stance; swing

13. Hand Ball
Skills - Eye-hand coordination; quick movement

14. Table Tennis
Skill - Eye-hand coordination; quick movement agility

TEAM GAMES

Objectives: To increase ability to perform skills of specific team games

To learn rules of the games

To develop good sportsmanship

To develop good leadership and willingness to follow

1. Kick Ball
Skills - Running, kicking, catching, throwing

2. Long Ball
Skills - Batting, Throwing, catching, running

3. Streamer Foot Ball
Skills - running, throwing, kicking, punting, passing catching

4. Volley Ball
Skills - Jumping, batting; spiking

5. Giant Volleyball
6. Soccer
7. Field Hockey
8. Speed Ball
9. Basket Ball
10. Boxing
11. Track and Field
12. Soft ball

Conditioning
- a. Calesthantics
- b. Weights
- c. Isometrics